


Training Di & Di Enhancing Diversity and Struggling against Discrimination in the Labour market



Initiated by  *iriv conseil* together with  *enda europe* leader, in 5 EU countries

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A European team



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Main points

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1. Context of the di&di

The Programme for EU Action in the Field of Lifelong Learning (the Lifelong Learning Programme – LLP) aims to contribute through lifelong learning to the development of the EU as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. In particular, it aims to foster interchange, co-operation and mobility between education and training institutions and systems within the EU so that they may become a world quality reference. In this way, it addresses the modernisation and adaptation of education and training systems in the participating countries, particularly in the context of the goals set out in the EU 2020 Strategy, and brings European added value directly to individual citizens participating in its mobility and other co-operation actions.

The Leonardo da Vinci programme links policy to practice in the field of vocational education and training (VET). Projects range from those giving individuals the chance to improve their competences, knowledge and skills through a period abroad, to Europe-wide co-operation between VET stakeholders in order to enhance the attractiveness, quality and performance of VET systems and practices.

As far as the Di&Di project is concerned, it aims at enhancing diversity and struggling against discrimination in the labour market. The main field of discrimination in the whole European Union is employment. Origin and gender are two of the 6 criteria defined by the EU legislation regarding discrimination (2000).

Eu partners

Enda Europe leader (France) - <http://www.enda-europe.org/>

Institut de recherche et d'information sur le volontariat conseil, initiator & partner (France)- <http://www.iriv.net>

Bildungsmarkt-(Germany)- <http://www.bildungsmarkt.de/>

CII (Bulgaria)- <http://cii.gateway.bg/>

IECOB (Italy)- <http://www.pecob.eu/news-central-eastern-europe-balkan-countries>

ECAP (Switzerland)- <http://www.ecap.ch/>

Sources : http://ec.europa.eu/education/lifelong-learning-programme/doc78_fr.htm & <http://www.europe-education-information.fr/page/formation-continue-comenius>

& **project website** - www.di-di.eu

& **national weblogs** -

France : <http://www.di-di.fr/>

Germany : <http://didi-berlin.tumblr.com/>

Bulgaria : <http://cii.gateway.bg/>

Italy : <http://di-di-italia.blogspot.fr/>

Switzerland : <http://di-di-swiss.blogspot.ch/>

2. Innovation of the di&di

The Di&Di project aims at enhancing diversity and struggling against discrimination in the labour market. The main field of discrimination in the whole European Union is employment. Origin and gender are two of the 6 criteria defined by the EU legislation regarding discrimination (2000).

Its main innovations are: to bring together the methods of integration strategies for the target groups between the partners in five European countries ; to implement a training among youngsters and female migrants inspired by the results of previous projects; to offer a coaching for the professionals will be inspired by a previous project.

The training for qualified young people and low qualified women with a migratory experience should identify and value their skills & competences, to open their perspectives for employment or new professional career, with a special view to enhance their creative and spirit of entrepreneurship competences, to enhance the exchange of participants' different experiences and competences. The Di&Di training aims at enhancing the access to employment of both target groups by (i) preventing against discrimination risks in the labor market through legal tools and concrete situations, and (ii) valuing special profiles and identifying competencies of trainees is a way to enhance.

The mentoring for professionals who support or employ qualified young people or low qualified women with a migratory experience, in order to take into account the specific needs and potentials of their publics (qualified young people, low qualified women with a migratory experience) in their daily practices addresses professionals working with target groups, such as: managers of youth and women associations, social workers, recruiters and people in charge of diversity in businesses.

A training programme

The training programme was built taking into account 10 points:

- ❖ being focussed on two main target groups: young graduate and low qualified women sharing a migratory background ;
- ❖ combining bottom-up approach & top-down approach: reminding of the legal basis (EU directive and national laws) together with actions on the ground ;
- ❖ keeping in mind the “mutual recognition” approach : integrating both employees’ and employers’ ;
- ❖ enriching the knowledge on discrimination by concrete problems faced on the ground by the two target groups ;
- ❖ avoiding the stigmatisation of the Di&Di audience by identifying what is /what is not a discrimination
- ❖ insisting on the main specificities of diversity: changing the perspective and bringing something new on the labour market (new profiles, new skills & competences) ;
- ❖ offering an innovative support of training on the basis of existing tools and methods examples : Migrapass portfolio (expressing experience in terms of competences) or Allinhe strategy (enhancing access to VPL) ;
- ❖ taking into account the different domains (professional, social, personal) in which discrimination might occur ;
- ❖ avoiding the negative approach (justice, security, status...) of the presentation of the two publics by themselves towards potential employers
- ❖ Enhancing the European perspective: some European countries may be more in advance in this field and could share with other countries’ experience.

Source : www.di-di.eu

3. Struggling against discrimination

If the term European non-discrimination law suggests that it existed a single Europe-wide system of rules relating to non-discrimination, it in fact includes a variety of contexts (European Union Agency for Fundamental rights & Council of Europe, 2010). There are two reference organisations: on the one hand the Council of Europe (CoE), on the other hand the European Union (EU). There are also two key references in the texts - the European Charter of Fundamental rights and the United Nation Human Rights treaties. The CoE Member States adopted the European Convention on Human Rights (ECHR) in 1950- first of the modern human rights treaties. The European Social Charter (1996) “includes both a right to equal opportunities and equal treatment in matters of employment and occupation, protecting against discrimination on the ground of sex.” Additional protection is also included in the “Framework Convention for the protection of National Minorities” as a fundamental freedom. In 2000, the European Union adopted 2 directives: the Employment Equality Directive prohibited discrimination on the basis of sexual orientation, religious belief, age and disability in the area of employment; the Racial Equality Directive prohibited discrimination on the basis of race or ethnicity in the context of employment, but also in accessing the welfare system and social security, and goods and services. The non-discrimination law under the EU recognises that “in order to allow individuals to reach their full potential in the employment market, it was also essential to guarantee them equal access to areas such as health, education and housing”. Key actors and documentary references on a European level are crucial for migrant learners.

Source: European Union Agency for Fundamental rights & Council of Europe, “Handbook on European non-discrimination law”, Luxembourg, 2010



The legal framework applied is the Law n° 2008-496 of the 27th of May 2008 (consolidated version published the 7th of July 2014) implementing the Eu non-discrimination law in the French law. The key actor is the *Defenseur des Droits* (since 2008) with contacts in each department (100 in France).



The main law in the Bulgarian legislation that forms the legal framework on discrimination and diversity is the Law for protection from discrimination (LPD) adopted in 2004. One of the main areas of the protection from discrimination is the protection on the labour market.



in the constitution (*Grundgesetz*), the right to equality before the law and protection against discrimination for all persons constitutes a universal right. This federal law - *Das Allgemeine Gleichbehandlungsgesetz (AGG)* the General Equal Treatment Act protects against discrimination on the grounds of race or ethnic origin, sex, religion, disability, age, political or religious opinions or sexual identity



Specific and detailed legislation against discrimination in respect of race, ethnic origin and religion was introduced into the Italian legal system only in 1998 completed after the 2000 Directive by a series of decrees. The National Office Against Racial Discrimination – UNAR- is an office for the promotion of equal treatment and the removal of discrimination based on racial or ethnic origin active in Italy since 2003



The criminal law provisions against racial discrimination (Article 261 bis of the Penal Code) punishes any act racist who publicly denies a person, either implicitly or explicitly, the right to an existence in conditions equality because of race or ethnic-cultural identity different or even denying her the right to exist.

4. Explaining diversity

The concept of diversity has been an issue for human resources managers in the past 10 years with Charters signed by firms or employers willing to promote diversity.

A diversity charter consists of a short document voluntarily signed by a company or a public institution. It outlines the measures it will undertake to promote diversity and equal opportunities in the workplace, regardless of race or ethnic origin, sexual orientation, gender, age, disability and religion.

The diversity policies developed within companies adhering to a diversity charter recognise, understand and value people's similarities and differences as representing huge potential sources of innovation, problem-solving, customer focus, etc. Diversity charters are among the latest in a series of voluntary diversity initiatives aimed at encouraging companies to implement and develop diversity policies.

The European Commission recognises that diversity charters can contribute to fighting discrimination in the workplace and to promoting equality.

Therefore it is funding a platform for EU-level exchange between organisations promoting and implementing national diversity charters. The platform is part of a larger project which aims at supporting voluntary initiatives promoting diversity management in the workplace. The EU-level exchange platform allows the promoters of the existing diversity charters to meet on a regular basis, to share their experiences and develop common tools.

As far as the Di&Di is concerned, France, Germany and Italy are the countries which have published a Charter of Diversity.

Source :

http://ec.europa.eu/justice/discrimination/diversity/index_en.htm

An example of Chart of Diversity- France

Since 2007, many firms and public bodies have adopted this Chart of Diversity. It is defined as a “written commitment that can be signed by any company, regardless of its size, that wishes to ban discrimination in the workplace and makes a decision to work towards creating diversity. It expresses a company’s willingness to improve the degree to which their workforce reflects the diversity of society.” It should guide companies through the process of instituting new practices by involving all of their employees and partners in these actions. The reason for implementing such a strategy is part of “a win-win approach for businesses and society”. It should contribute to “social cohesiveness” as companies are faced to the following issues :

- 1. Complying to the law and so protecting from damage to the reputation of the firm :** by committing to improving diversity, companies ensure their hiring practices comply with the law, thereby pre-empting the risk of discrimination complaints or losing their reputation to legal proceedings.
- 2. Showing their commitment as a socially responsible company -** striving for diversity means building a positive corporate image for their clients, suppliers, employees and local authorities (public contract awards, ethical expectations of consumers and employees, etc.).
- 3. Optimisation of the human resources management -** Managing diversity contributes to optimising skills and encourages employees to get involved. Diversifying their hiring pools and integrating new employee profiles also aids in periods of labour shortages.
- 4. Improving their financial performance -** Over the long term, a diverse team provides a better understanding of the needs of different customer bases, helps penetrate new markets, develop the company’s capacity for innovation and gives greater flexibility during times of change.

A repertory of firms and organizations having signed the Charter is available on <http://www.diversity-charter.com/>

5. Identifying the main obstacles in the labour market

The first main obstacle to be overcome by the Di&Di target is the linguistic problem as the basic level required on the labour market is B1 sometimes B2 for employment requiring a higher level of responsibility. The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is a framework of reference on a European level. It was designed “to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency”. It is used in Europe and is now available in 39 languages.

As far as the Di&Di strategy is concerned, the first support to be provided to overcome the linguistic barrier which might be opposed to migrants on the labour market is on the one hand to give them some tool to identify their linguistic level (CEFR) and on the other hand to give them the information to improve their linguistic skills.

The second main obstacle is the fact that the diploma or qualifications is not recognized in the host countries. Graduate migrants living in EU member states (coming from third country nations) face a form of a downgrading: neither their professional experience nor the diplomas obtained in their countries of origin are recognized in the academic and labour market in the EU countries and they must contact a national public body in each of the EU countries (ENIC/NARIC) to certify their diplomas are genuine but doesn't give any equivalent or official recognition.

Most of the employment offers refer to a level of qualification required to postulate, whatever it is. As far as low qualified women are concerned, they are not either familiar with the levels of qualification. Some of them might even have a level of qualification they don't know as they haven't followed any training nor any recognition of prior learning (RPL).

As far as the Di&Di is concerned, a way to overcome this main barrier is to better inform migrant publics on the Valuing Prior Learning (VPL) process. It allows an access to Higher Education or to any other qualification or diploma (even secondary level).

A third main obstacle is the access to financing. Faced to many barriers in the EU labour markets, many migrants are sometimes “forced to” create their own business. Many low qualified women coming from Africa have experienced self-business activities, for instance on local markets or restaurants or any activity linked to food (fast food...). For graduate youngsters who belong to various networks (family, social or professional), the creation of activity is also a main option to start a relevant professional activity. The main barriers they could encounter is the difficulty to have relevant information or the demanding files to be filled for the administration or banks. The process to create a business activity has been simplified in many EU countries nevertheless the administrative process is always stressing.

As far as the Di&Di is concerned, the way to overcome this barrier is to inform the migrants on key actors to contact- professionals in the field of creation of activity such as the Chamber of commerce and trade, Chamber of Craft, or organisations dedicated to deliver micro-credit. In France, one of the main services offered by the Cité des Métiers is precisely dedicated to the creation of activity.

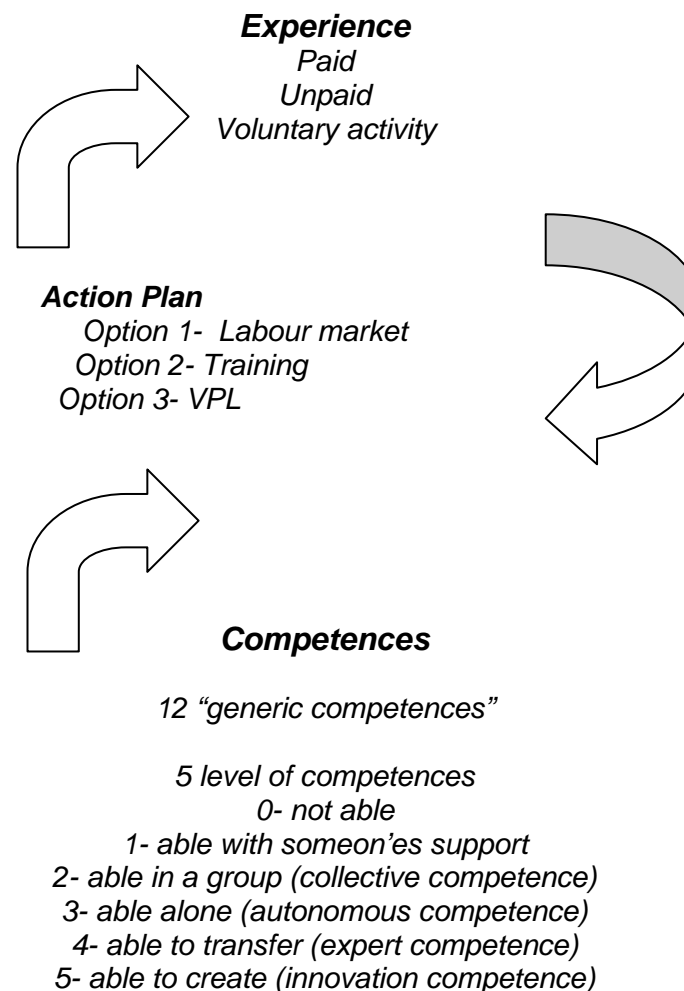
6. Using relevant tools and strategies

Relevant tools & methods for migrants to support their integration in the labour markets have been designed in the framework of previous European projects. A portfolio and companion for migrants was designed by a European team for improving the recognition of migrant workers' skills and competences- Migrapass, www.migrapass.net, 2010-2012. The portfolio Migrapass is a unique tool to support migrants and help professionals working with them work on their professional career – both past and future (professional opportunities). They can work on a possible professional redeployment with new perspectives.

The Migrapass portfolio process offers :

- an autobiographical approach: professional experience has to be described in providing concrete elements to appreciate its relevance,
- an analytical approach: on the basis of the professional experience, 12 main competences are proposed together with a level
- a pragmatic approach: the last part of the portfolio is focused on an action plan with a precise schedule.
- a holistic approach: professional experience is combined with a migratory experience, a social experience (volunteering and other) and a personal experience
- a competence approach: inspired by the lifelong learning perspective, the portfolio combines formal learning (Bologna process) and non formal and informal learning (Copenhagen process);
- a labour market approach: it is used as a pedagogical tool to be familiar with the words/notions used in the labour market such as experience, competence, qualifications...; filling it may be considered as a 'linguistic' exercise

A circular approach



Source: iriv Conseil, Club Cité des Métiers, Paris (2012-2015)
on the basis of the Migrapass portfolio

7. Building an action plan

The last session of the Di&Di is dedicated to design a feasible action plan

A- several options are possible (**third step** of the Migrapass portfolio):

1. sending a resume to potential employers (direct access to the labour market) ;
2. selecting a training in order to assess/validate skills & competences acquired through my professional experience ;
3. starting a Validation of Prior Learning (combining qualification & professional experience)

B- taking into account the time dedicated to each option and adapting it consequently

1. short term - 3 months
2. mid-term- 6 months
3. long term- 1 year

C- being focused on a maximum of 3 competences (**2nd step of the Migrapass portfolio**) with relevant ways to acquire relevant experience to enrich these competences (**1st step of the Migrapass portfolio**)

D- and using the SWOT analysis at each step

The SWOT analysis

The SWOT analysis (Strengths - Weaknesses - Opportunities - Threats) is a strategy analysis tool. It combines the study of the strengths and weaknesses of an organisation, a geographical area, or a sector, with the study of the opportunities and threats to their environment. As such, it is instrumental in development strategy formulation. For strategy, this approach takes into account internal and external factors, with a view to maximising the potential of strengths and opportunities, while minimising the impact of weaknesses and threats.

<i>SWOT analysis applied to the Di&Di</i>	
<u>Strengths linked to my special profile</u> having a migratory path having experienced different cultural /professional environments	<u>Opportunities of my profiles</u> having diverse skills & competenc speaking rare languages being able to adapt to diverse professional environments
<u>Weaknesses</u> Insufficient linguistic level (les than B1) skills irrelevant with EU job opportunities specific national/EU qualifications required	<u>Threats</u> Temporary labour permit part-time jobs contract limited in time

8. Meeting a relevant public – Di&Di target groups

The main problems faced by workers with a migratory background in the labour market are the following:

- inappropriate skills and competences when a change occurs in the economic situation ; low qualified workers are usually the first fired in firms faced to economic crisis ;
- difficult working conditions and inability to express one's problem because of a lack of information ;
- access to the labour market – relevant information and networks- when unemployed ;
- black market with no rights at all, including no access to any legal support ;
- illegal activities- human traffic especially with young women or men coming from Albania, other countries of Eastern Europe or from Africa.

Considering these issues, the following target groups have been identified:

- for the training: young graduate migrants (less than 30) and low qualified female migrants
- for the mentoring: professionals working with migrants and professionals working in the Human resource Department on Diversity issue or on the Social Responsibility

In the five countries involved in the Di&Di , an average of 30 participants for the training and 20 participants for the mentoring were involved in the sessions offered to the target groups

Target groups of the Di&Di - training programme

Two target groups are especially vulnerable in the labour market: youngsters and women. The difficulties to build a professional future for these two specific groups - qualified youngsters and low qualified women both sharing a migratory background - raise specific challenges which are insufficiently addressed. In a context of feminization of migration and growth of mobility of qualified youngsters, it is crucial to develop innovative tools and strategies taking into account the special needs of these groups. The first reason and motivation for migrants to leave their country has long been the economic issue. Their country wouldn't offer them a situation for several reasons: less developed economy with poor natural resources; war or any natural disaster leading to starvation; political unsafety (corruption problems); religious or ethnic discrimination... The destination of their migration is directly linked to the country that would offer them the best economic opportunities. Till the seventies, many western European countries have welcomed foreign workers as the labour force was not sufficient to build the economy with the economic growth of the years after the Second World War (1945-1975). In the past years, European countries have been more selective- privileging a higher qualified migration or focusing on specific sectors of activity (cleaning sector, building sector...). Traditional or historical links with foreign countries and also geographical position are the main sources for this kind of migration : Algeria, Morocco or Tunisia or Senegal, Mali or Ivory Coast for France ; India for United Kingdom ; ex-Yugoslavia for Austria ; Albania for Greece ; Indonesia for the Netherlands ; Romania for Italy...

Source : iriv Conseil, Training programme, Paris, 2014

9. Building networks – stakeholders

For the implementation and sustainability of the Di&Di training programme, stakeholders have been involved. They are individuals or organizations- including firms, governments & government agencies, and non-profit organizations- that have a legitimate interest in the project or issue in discussing the decision-making process. The concept of stakeholder has been broadened to include everyone with an interest (or "stake") in what the entity/project does or pretends to enhance/promote. This includes employees and customers (for firms), employees and publics (for public bodies), members, volunteers & publics (for not for profit organizations). In a broader perspective, any member of a community where an action, public policy or initiative may affect the local economy or environment is concerned. In this context, "stakeholder" includes not only the directors/trustees of the governing board in a firm- who are stakeholders in the traditional sense of the word- but also all persons who "paid in" the figurative stake and the persons to whom it may be "paid out" (in the sense of a "payoff" in the economic game theory, meaning the outcome of the action, policy or initiative. Therefore to effectively engage with a community of stakeholders, any organisation needs to be aware of the stakeholders, understand their wants and expectations, explain their attitude (supportive, neutral or opposed), be able to prioritize the members of the overall community to focus the organisation's scarce resources on the most significant stakeholders. As far as the Di&Di is concerned: they include a huge variety of profiles.

Source : Bourne (Lynda), *Stakeholder Relationship Management: A Maturity Model for Organisational Implementation*], 2007.

National steering groups /national steering committees in the different countries involving stakeholders



France: 2 meetings in 2014 were held at the Cité des Métiers (Cité des Sciences et de l'Industrie, Paris) and one in 2015 at the Maison des associations (XIth district in Paris) in order to involve professionals working with migrants in associations and participants of the training/mentoring sessions for their testimonies.



Bulgaria: 4 meetings were held in Sofia gathering associations of migrants and professionals working with migrants



Germany: meetings were held in 2014 and 2015 in order to meet professionals in the labour market working with migrants



Italy: 4 meetings were held gathering teachers and trainers, public bodies and trade unions to present them the Di&Di approach



Switzerland : 2 meetings were held in Zurich with trade unions addressing members and whom members were migrants and one European meeting in October 2015 with the European team.

Source : European meeting, Zurich, 2015

10. Methodology –from theory to practice

The Di&Di training programme offered in 2014 was experimented in each of the 5 countries in 2015. Depending on their publics and the stakeholders involved each partner could adapt the initial training programme according to the expectations of their public

Session 1- the institutional context of the Di&Di project – the Lifelong Learning programme. The main goals & objectives to be tackled insisting on the concept/definition of diversity (Chart of Diversity). The focus was more made on the profiles of the learners themselves- through a reflexive questionnaire dispatched.

Session 2- Legal framework of Diversity & Struggle against discrimination both on European and national levels. The legal references were more useful for the learners than the description of case studies

Session 3- Obstacles and barriers to be overcome by migrant learners in the access to the labour market. Three main barriers/obstacles were identified. The learners were more interested by the ways to overcome them than by the description of the situations of discrimination to avoid any stigmatisation.

Session 4- Using relevant tools & strategies already existing- the Migrapass portfolio dispatched in the 5 different languages has been the main tool of reference

Session 5- Building an action plan on the basis of the critical approach – the SWOT analysis - to decide how and how far it could be adapted to enhance diversity in the labour market. The learners have worked in small groups to identify different options (short, mid and longer terms) and then could discuss their proposals in plenary sessions

The **5 sessions** were collective with work in small groups. An individual support was required by some of the participants.

Lessons learnt from the experimentation

The Di&Di partners could share the feedback on the basis of their experimentation. The main recommendations are:

- being as flexible as possible depending on the profile of the participants (target groups). For instance, some of them may be more interested in the non-discrimination approach and diversity framework ; others could be more interested by the application of concrete tool (Migrapass portfolio). The trainers have to adapt to the demands but in the beginning of the training, all the sessions must be presented.
- being open to the definition of the target groups: a low qualified female migrant may be qualified in her country but her diploma/qualification is not recognised in the EU labour market ; a young graduate migrant may be older than 35 years but if he/she has been graduate as an adult, the reference is more the year where he/she was graduate (in the 5 past years may be a relevant basis).
- Being able to combine the Di&Di training with other forms of training for instance a linguistic course for migrants as they are more and more focused on employment issues- for instance the Socio-linguistic courses in France have implemented an employability approach as it is required by the public authorities financing such courses
- Being ready to offer an individual support if necessary and asked by the learners- in complement to the 5 sessions.

Source : iriv Conseil & alii , European meeting, Zurich, 2015

10. Methodology –implementation

The Di&Di training gathers 5 main sessions with the following topics

Session 1- the competence approach- the Lifelong Learning programme. the concept/definition of diversity (Chart of Diversity)- **point 2 &3 of this guide**

Session 2- Legal framework of Diversity & Struggle against discrimination on a European and national levels. Reference to the CoE and European Commission - **point 4 of this guide**

Session 3- Three main barriers/obstacles identified- language, diploma/qualification and professional experience, access to financing . **point 5 of this guide.**

Session 4- Using relevant tools & strategies already existing- the Migrapass portfolio **point 6 of this guide.**

Session 5- **Building an action plan on the basis of** the critical approach – the SWOT analysis – taking into account different options (short, mid and longer terms) and then could discuss their proposals in plenary sessions- **point 7 of this guide**

The organisation of these **5 sessions** have to be collective – if necessary, an individual support may be offered but as a complement

The length of time: at least a half-day for each session - face to face. From one session to the other, some documents together with the pedagogical support - 1 PPT for each session- are dispatched among the participants who are able to complete their research. A weblog implemented is a useful pedagogical tool to complete the training especially with the part resources to illustrate the content of the training.

Learning outcomes

After the the Di&Di training is finished, the participants :

- have a better knowledge of the competence approach
- have a precise knowledge and understanding of the non-discrimination framework in Europe and in the country where they live
- are able to identify the barriers/obstacles they are faced in the labour market and if it is a discrimination or not and the ways to overcome them, if possible
- have experienced a tool& strategy, the Migrapass portfolio, that will help them identify and explain their experience, express it in terms of competences and think of different scenarios to have an access to the labour market (resume, training, VPL...)
- have built an action plan with different options in applying a critical and reflexive perspective- the SWOT analysis - taking into account the time expected to reach each option
- have been trained to introduce themselves thanks to a roundtable offered in the beginning of each session,
- have been trained to work in a collective way- in plenary session and in small groups

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For the Di&Di training programme, two publications in the framework of the Migrapass & the Cultural Mediation:

Halba (Bénédicte) ed., *Migrapass, a portfolio and a companion for migrants: Report of research*, 2012

Available at: <http://www.iriv-publications.net/fichiers/Final%20publication%20-%20iriv-%20Migrapass%20-%20October%202012.pdf>

Halba (Bénédicte), *Médiateur interculturel: un métier des compétences*, iriv, Paris, 2009.

For the Di&Di mentoring, a publication in the framework of the Diversity + :

Enda Europe, *Actes de la Restitution de l'enquête Diversité Plus 2009 : Suivi des pratiques en matière de lutte contre les discriminations liées à l'origine par les partenaires du Comité 21* », Paris, 2009, <http://diversiteplus.enda-europe.org>

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McCormick A., *A Statistical Note on Unemployment and Immigration in the 27 EU Member States, 2001-2012*, Migration Policy Centre / European University Institute, Florence, 2012

Meghan B. et al., *Aiming Higher: Policies to get Immigrants into Middle-Skilled work in Europe*, Migration Policy Institute / International Labour Organisation, Washington DC/Geneva, November 2014.

12. Glossary

Discrimination- Non-discrimination is one of the values on which the EU is founded. The Treaty protects against discrimination on the basis of EU nationality. The Charter of Fundamental Rights prohibits discrimination on any ground, such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation as well as on the grounds of nationality in the area of EU law.

Equality- EU citizenship confers the right to protection from discrimination on the grounds of, among other things, sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. This is enshrined in the [Charter of Fundamental Rights](#)

Harassment- any unwanted physical or verbal conduct that offends or humiliates others. It can take many forms: threats, intimidation, or verbal abuse; unwelcome remarks or jokes about subjects like ethnicity, religion, disability or age; displaying racist or other offensive pictures or posters

Positive action- Specific measures to compensate for disadvantages experienced by people suffering discrimination due to ethnic origin, age or other characteristics which might lead to them being treated unfairly. Making different arrangements (special training etc.) are ways of improving chances.

Segregation- separating people of different races or classes, and usually refers to this practice in schools and other public service; this is a form of discrimination.

statistical discrimination- it describes an economic theory of inequality based on stereotypes against persons or a group of people to whom they are not culturally attuned. Often statistical discrimination is used in the employer/ employee context. The theory states that job seekers who do not share the same values as their potential employer, may either not be hired in the first place or will earn less.

Victimisation- means someone is treated badly or differently for having made a complaint about discrimination or supporting a colleague who has made a complaint.

Source : http://ec.europa.eu/justice/discrimination/diversity/index_en.htm



This guide is meant to support the training designed for the
after the experimentation implemented in each of the 5 countries in 2015

- from 10 modules to 5 sessions with a flexible approach on the content and/or definition of the target groups

- For graduate migrants ;
- For low qualified female migrants
- For professionals working with both publics who will be in charge of the training
- For professionals working in Human resource departements in charge of Diversity



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