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New Start:

European culture and values training for
a smooth integration of migrants and refugees



Adult educator handbook
for European training
of migrants and refugees



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1) WHY THIS HANDBOOK?

The recent Refugee crisis and other non EU migration flows are challenges that have to be tackled urgently in Europe.

Experience has shown that in recent years, massive migration and refugees' exodus have had a big impact in receiving countries, leading to difficult integration and undesired side effects, such as xenophobia from local populations. Xenophobia, social exclusion, and discrimination at work, causes discontent and a sudden awakening from the "European dream" on behalf of migrants and refugees. This can cause marginalisation and radicalisation of migrants and their families with subsequent undesirable effects.

The Paris Declaration, adopted at the Informal Meeting of the EU Education Ministers in Paris on 17 March 2015, gave the strong signal that, in the aftermath of the terrorist attacks of January 2015, Ministers wanted to boost EU-level co-operation in the acquisition, by migrants, of social, civic and intercultural competences, by promoting fundamental rights, social inclusion and non-discrimination, intercultural dialogue in all forms of learning.

Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education is one of the EU's priorities of ET2020.

Many NGOs have a great deal of expertise in addressing these issues by providing non-formal education where the government lacks the capacity to do so, and are the relevant stakeholders who can be the key to impacting on refugee and migrant target groups towards better integration.

In addition access to the labour market is difficult for migrants and refugees. Over one million refugees have settled in Germany since the refugee crisis started, yet according to IAB - the Federal Employment Research Institute in Germany - only 13 % of the refugees have found a job in Germany. Yet this is a country with many jobs offers still unfilled. Delays in obtaining legal asylum status and competence mismatches, as well as language barriers, make it even more difficult for migrants and refugees to integrate into the labour market.

Besides macro policy actions taken at country or EU level, direct micro actions, impacting citizens themselves, must be taken at a local community level.

Adult educators will find here, in this handbook, a helping hand, some useful exercises and training resources to prepare migrants and refugees, which are ready to use, in a direct and simple way. By using them in the classroom, the learners will get a better understanding of European culture and values, their right and duties, and will have better opportunities in their job searches.

2) RECOMMENDATIONS ON DEALING WITH MIGRANTS AND REFUGEES TARGET GROUPS.

Refugees and receiving country nationals are human beings. They are individuals with personal experiences, prejudices, expectations, fears, ambitions, beliefs, competences, political and sexual orientations. The combination of these features in each individual is unique.

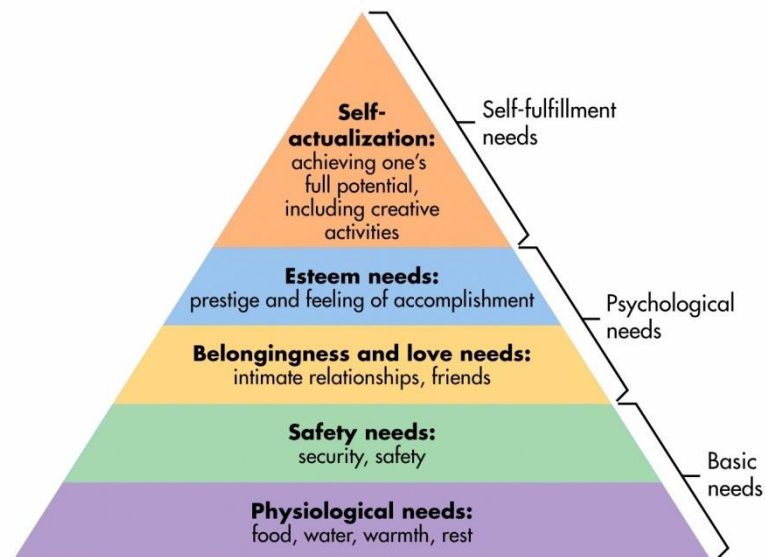
Adults' citizenship training in non-formal and informal contexts is much about psychology. Human beings have motivations, emotions and needs. In this context we will analyse what the needs of migrants and refugees are and how to deal with them.

Migrants and refugees have faced very difficult situations in their home countries before taking the decision to come to Europe. Extreme poverty, war or abuse, are part of the past of refugees and many migrants. Often, they find their lives in grave danger on their way to Europe. According to the International Organisation for Migration¹ (IOM) 2,655 migrants lost their lives on their way to Europe crossing the Mediterranean Sea in 2017.

Human nature's most basic need is for physical survival, and this will be the first thing that motivates our behaviour.

Maslow's (1943, 1954) hierarchy of needs is a motivational theory in psychology comprising a five tier model of human needs as hierarchical levels within a pyramid.

Maslow states that people are motivated to achieve certain needs and that some needs take precedence over others. Once one physiological need level is fulfilled, the next level up is what motivates us, and so on.



If we apply Maslow's Pyramid, to refugees and migrants who are starting a new life in a receiving country, their life must start from scratch:

¹ <https://missingmigrants.iom.int/>

1. **Physiological needs:** need for food, housing and basic goods for refugees and migrant families.
2. **Safety needs:**
 - **Counselling and legal advice:** to apply for asylum and to get legal residence permits, allowing them to access free health care and other social support available: education for children, monthly social pay, housing aid, etc.
 - **Receiving country language learning:** extremely urgent and necessary for any daily situation, for applying to aids, job seeking.
 - **Learning basic social skills:** avoiding undesirable situations and facilitating a smooth integration of migrants and refugees in their EU receiving countries.
 - **Learning basic rights and duties:** a basic understanding on the laws of receiving country that will avoid any conflict and undesirable penalties.
3. **Belongingness and love needs:**
 - **Learning the basic code of conduct and etiquette:** allowing migrants and refugees to develop better self-confidence, facilitating the ground for starting new employment, social and friendship relationships with locals.
4. **Esteem needs:**
 - **Having the competences to be successful in finding a job and earning a living** would fulfil the esteem needs and the successful integration of the migrant in the receiving country.
5. **Self-actualisation:**
 - **Being able to satisfy one's own personal ambitions and plans in any field:** experiences, learning, starting a business, return to home country, helping others, etc. Being able to get a reward from life itself.

Adult educators dealing with migrants and refugees will find support in this handbook to provide resources in understanding Europe better, training in basic social skills, etiquette and basic rights and duties, fulfilling the needs of safety of the first phase of adapting to living in the receiving country.

10 TIPS FOR ADULT EDUCATORS WHEN DEALING WITH MIGRANTS AND REFUGEES



1 Don't hurry with migrants and refugees. They need time.

Have you ever realised how difficult it is learning new things when you are an adult?

Migrants must learn in a very short period of time: geography, thousands of new names (streets, cities, areas, metro stations etc.), new habits and procedures (from buying train tickets to applying for asylum etc.). It is very stressful for them.

2 Don't take for granted that they understand.

Check first if they know what you are talking about. Go step by step and make sure that they understand. Checking for understanding is a skill which must be learned by educators. It is not enough to simply ask someone if they understand. Embarrassment or a willingness to please might lead someone to say "yes" when in fact they do not.



To check understanding, ask open questions (those which cannot be answered by a simple yes or no) about the information you have given. For example you tell students that they would normally be expected to start work at 9.00am. To check understanding you could ask what time should you start work?

Or you can check understanding by offering alternatives to what you have told them, to check if they have understood the correct instruction. For example you could ask them "Do you start work at 10.00am?" You can also check understanding by encouraging them to ask questions, and remember to speak slower and be prepared to repeat things!

Some concepts that are obvious for us (living in democracies and peaceful countries), can be unknown to them. If they have not been respected, they have to learn how to show respect too. If we are teaching tolerance and mutual understanding, you must be an example of tolerance and mutual understanding.

3 Avoid Eurocentrism



Even if we don't intend to project it, Eurocentrism can be in our minds. Try to understand that things are done in a different way in other countries. When explaining how things work in Europe to migrants and refugees, try not to tell that this is the "best" or the "right" thing. It is just the way things are done in Europe.

The objective of the training is not to turn migrants and refugees into Europeans, losing their own identity in the process. They are and will be people living in another country. They will be homesick, miss relatives, food, music, celebrations, and many things that they won't have in Europe. After some time, they will even idealise their good memories of their home country. They might dream of returning home some-day.

Show respect for their identity. Don't ask them to forget their past. Show clearly that Europeans respect their feelings towards their home country.



4 Language is really a barrier

Be aware that even migrants and refugees, who can be advanced learners of a host country language, might have difficulties in understanding the meaning in a classroom. Speak slowly, try to improve your diction, avoid double meaning sentences, avoid jokes, avoid idiomatic language and use a plain and simple vocabulary. Setting the language level is always difficult but the units and materials in this handbook are suitable for learners who have or are working towards B1 level especially the units on Labour market integration.



5 Go straight to the point

Migrants and adult learners are not children at school. They need to learn fast and gain competences to help them in their daily life. Don't give lectures on history, sociology, or any theoretical knowledge if you really wish to help them.



6 Trigger participation

Sometimes due to language barriers or due to participants' shyness it is difficult to have participation in the classroom. Try to use triggering techniques such as using testimonials, videos or other resources to emerge emotion, encourage engagement and willingness to speak. By speaking, the learner must get a reward (understanding, approval, respect from other learners, etc.), then he/she will be encouraged to participate again. Try to find a reward for participation.



7 Show real interest

Be empathic. Listen to the migrants' and refugees' opinions with interest. Ask for more details from them when they speak. Try to understand their point of view. Many of them have experienced very shocking and sad situations. It is key that they feel understood and important as individuals.



8 Don't judge opinions

Even undesired or unacceptable opinions from a European point of view are welcome. Accept them as an exercise of tolerance. Use them as an occasion to show how things are understood in Europe in the classroom, but never censure or judge the opinions.



9 Encourage co-operation between learners

Sometimes the best trainers are the migrants themselves as they know the difficulties they face when learning. Try to encourage the work in groups and in pairs as much as possible. The classroom can be also a good starting point to make friends.

10 Taboo issues



Traditions, gender and religious issues may be difficult to approach in the classroom. Try a step by step approach using different training resources that are helpful for self-reflection. Don't impose opinions and don't put pressure on learners. Try to make them understand that tolerance is not sharing beliefs but respecting the different beliefs of others. Show the red lines that could have consequences for them resulting in breaking the law of their receiving country.

3. SUPPORTING INTEGRATION ESPECIALLY IN THE LABOUR MARKET

One of the key indicators of integration is entry to the labour market, and yet it is one of the most difficult to achieve. Some of the biggest barriers are the recognition of skills or experience from overseas, language skills and understanding of the labour market. In this chapter we review the professional practice of the partners of **New Start** and suggest methodologies which users of the handbook could incorporate into support they provide for refugees and migrants.

By looking at the experience and professional practice of the partners in the **New Start** project through a detailed questionnaire, we have identified areas of common approach and also areas where some educationalists and case workers themselves will need extra skills to support them.

- All the partners in **New Start** are working with economic migrants, asylum seekers and refugees and also vulnerable migrants including people with families, one parent families and people who have been subject to physical or sexual abuse or torture.
- All the partners know from experience that more we can train our clients and the better they are educated once they have arrived, the better chance they have of integrating.
- Partners are familiar with a range of methodologies including Placements and internships; skills auditing; reflection; vocational language training; citizenship training; orientation services; life skills and confidence building; general advice and guidance on access to services, rights and responsibilities.
- While validation of formal qualifications from Higher Educational Establishments is available in the partner countries, through a variety of agencies; there is very little by way of validation or recognition of qualifications for skills learned through work or in lower levels of Education. The exception being Germany where there is an extensive body of evidence and practice through the IQ network (Integration through qualification). Through regional project partners, information centres have been put in place (IBAS) to provide assistance with the recognition of foreign qualifications and job market access, understanding the process of formal recognition of foreign qualifications and help with finding training compensation measures. The IQ network has published recommendations on how, and with which instruments and methods, the validation of qualifications from formal, non-formal and informal contexts could be useful for migrants and refugees. Example tools for the validation and recognition of competences from non-formal contexts suggested for the target group of migrants can be found here:

<http://www.netSwerk-iq.de/network-iq-start-page/publications/iq-good-practice.html>

In 2018 The Scottish Government will launch a pilot to develop a recognition service and has looked at the IQ Network in Germany as it has developed its plans.

But despite statutory or mandatory systems being in place across Europe, it is **New Start's** belief that agencies who support migrants and refugees; and who have a similar experience of varied methodologies as our partners; are in a good position to start building skills profiles of their clients to match against existing job descriptions and job sector roles.

The key to validating competences within the migrant community, and a common factor in many approaches, is the **creation of a profiling tool** which captures existing skills and experiences. This can then be **matched to either job profiles, or levels of knowledge and understanding matched to descriptors in Qualification Frameworks.**

The most successful methodologies should try to combine some or all of the following elements. The participant who is wishing to have their competences validated needs:

- Self Awareness (achieved through Facilitated Reflection).
- Opportunity Awareness (achieved through Employability Training, Work Placements/Internships).
- Decision making and assessment skills (achieved through Skills audits).
- Transition skills (achieved through Language support; Employability support).

Integration in the work place methodologies

Listed below are four methodologies which the partners in **New Start** all have experience of and which we think will be widely shared in the community which supports refugees, asylum seekers and migrants. We think these are the best for facilitating skills recognition towards that crucial step of integration into the work place:

1 Facilitated Reflection as a methodology

Using reflection for the recognition of non-formal and informal learning involves a review of past experiences, and in some ways is similar to the biography approach in skills audits. Learners reflect on their experience in order to discover and then express what these experiences have taught them. It helps people see that knowledge and skills can be gained through a variety of ways including family life, work paid or unpaid, community, voluntary or leisure activities, key experiences and events in life. There is no restriction on the type of experience that can provide someone with knowledge and skills – even negative experiences might have led someone to learn something about themselves. It reveals the learner's potential and capacity to learn from future experiences. Recognition through reflection may allow individuals to go on to do more study or training if they choose. It may also help someone plan their career or personal development.

Reflection can be used where learners can demonstrate that through their experience, they have already gained the relevant knowledge and skills required for particular course of study or for a particular job role. It helps learners increase their self-esteem by recognising their achievements.

Reflection needs to be facilitated however as learners are likely to be more effective in recognising their prior skills and experience learning if they are given support to identify how their previous learning links with the requirements for the job role. It is recommended that organisations implementing reflection identify the appropriate facilitators who can support learners.

The process:

In order to provide their evidence, learners will have to demonstrate orally and/or through written work that they have gained skills and knowledge through their experiences. This involves reflecting on those experiences, drawing out from them what has been learned then writing this down or talking about it with the facilitator. The writing and the discussion with the facilitator will help to provide the evidence needed.

Evidence can be gathered in a number of different ways and learners should be provided with guidance on the method to be used. Learners should be supported in the gathering or production of this evidence. Although not an exhaustive list, the following examples are a range of approaches that could be adopted:

- Reflective accounts/diaries/log books
- Professional discussion or oral assessment
- Observation of practice or simulation
- Benchmarking
- Profiling
- Record of volunteer learning and experience portfolio
- Structured interview

For more formative validation it may be possible to map the level of experience to the descriptors for national or regional credit and qualification descriptors (and then ultimately to the European Qualification Framework, EQF)

How do we reflect?

One way to reflect is to simply think about things from the start of an event to the completion of that event. Another way to reflect is to ask ourselves questions about things - for example, to think about a work, community or social role that we play or have played in the past. This is a particularly useful practice when reflecting for the purposes of validating or recognising past experience for entry into the labour market, sometimes called the S.T.A.R. approach (Situation, Task, Action, Result). Taking that basic assessment further we can include:

- What did I do in that role?
- What were my main responsibilities and tasks?
- How easy or difficult did I find that role?
- What were some of the challenges I faced undertaking that role?
- What have I learned from undertaking that role?

2. Vocational Language support as a methodology

Learning a language for the purpose of integration in the host society is a public policy issue in a growing number of countries of immigration, which naturally raises the question of language teaching. Because it is important to take a holistic approach when considering the needs of learners, the cultural context of language is as important as the language itself

Gaining a command of the language of the host country has many purposes of one which are obtaining employment. In order to pinpoint the needs in terms of language skills required for a given occupation, there are at least four important factors that have to be taken into account.

- At what time in their integration procedure do speakers of other languages accede to the labour market?
- What languages competences do they have when they enter employment?
- What must migrants know in order to work?
- What must they be able to understand, say and write in order to work?

The most effective vocational language learning should include both the study of general terms and words that are useful in the workplace and more specific concepts that belong to a chosen profession. The goal is that you will learn so much of the language of the host country to get and keep a job in the professional field.

Vocational language training often includes the opportunity to practice outside in a business in an internship or on placements (see below). The participants in other words, get the chance over a few weeks to talk the language every day. They also have the opportunity to show off what they can from before and establish important contacts with future employers.

3. Internship and work placements as a methodology

As a companion methodology to Vocational Language training: work placements/internships can be extremely valuable in supporting integration into the labour market. Organising work placements takes a lot of time and requires the support organisation to build up strong relationships with employers. It is sensible to start with employers in sectors which are important to the local economy and where there is potential for growth. When thinking about placements as much thought must go into preparing the workplace to receive the migrants as preparing the migrant for the placement.

The main outcomes to be expected from work placements are:

- to try work experiences which allow target groups to develop competences embedded into real and regular circumstances of work, including the practice of vocational language
- enhance formal and informal skills
- foster job insertion

Work Placements must be considered good practice since they are easy to replicate and can be transferred to different contexts and countries. It has proven to be effective in regard of outcomes achieved. Partners in **New Start** who use work placements report that 50% of clients who achieve a work placement go on to gain a contract and of those 70% turn into longer or permanent contracts. Moreover, from feedback from participants, work placements seem to be appropriate for satisfying target groups expectations.

Work Placements as a tool for job insertion provide a great deal of benefits because they provide many opportunities at the same time. Mainly they provide a real chance of direct entry into the labour market following a job trial; they also offer the opportunity for formal or informal assessment of skills in the context of the company/job they have been involved with.

4. Employability training courses as a methodology

Formal classroom teaching to prepare the participant for the labour market has clear outcomes as outputs and can be evaluated and monitored for progress. Some of these techniques you will find expanded in Thematic Area 5 of this handbook.

Employability training can provide the following outcomes/outputs:

- Relevant CVs explaining skills and competencies

- Completed applications demonstrating use of skills and competencies in a relevant manner
- Skills portfolios covering hard and soft transferable skills
- Interview techniques where a participant can articulate their past experiences as evidence of skills.
- Development of crucial social skills of participants

The benefits of the employability training approach to labour market integration are that classroom taught classes can be evaluated and monitored for progress. There are tangible outcomes and outputs. Participants can, through various activities, gain a full understanding of their competencies and articulate the in a relevant manner. It provides a formal and theoretical structure to build on language training, and work practical work placements.

4) HOW TO USE THIS HANDBOOK?

The New Start project is aimed at the development of adult educators, teachers and trainers providing them with tips, training modules and training materials using different training techniques needed to train refugees and migrants for their optimal integration in EU society. This handbook aims to contribute to enhancing basic skills and key competences of adult migrants and refugees needed for their inclusion in society and the labour market.

Migrants and refugees are at risk of social exclusion, coming from a situation of extreme poverty and suffering that make it difficult to start a new life in a receiving country. An inclusive education for them is needed in order to achieve the basic level needed to integrate in a new community and to be part of the labour market.

Training techniques and methodological approach

NEW START trainers' handbook is intended to be useful for any adult educator trainer, whatever their education background and experience as a trainer. Training modules and units are intended to be useful in formal, non-formal and informal training contexts. They are easy to understand and to put into practice. Training units provide lessons plans and exercise and examples that are ready to use in the classroom.

Its thematic area structure allows the trainers to use the training materials in isolation, so the training materials can be added as modules to other training courses different from citizenship programmes, such as vocational language courses.

This handbook provides a recommended training pathway combining the different training units as a whole training course. Thus, mixing and combining thematic areas units, the trainer is guided through the best way to the acquisition of desired competences by migrants and refugees. The exercises proposed in the different units are conceived to be used in the same order as it is proposed in the training pathway as part of the learning induction process.

The trainer is free to choose the materials to be used, to add or customise training materials that are provided as samples which are ready to use, or just to be inspired by examples and ideas for trainers to develop on their own. The Creative Commons license in this handbook allows its adaptation to fit the trainer needs.

Training techniques are diverse and interactive and borrowed from other disciplines, such as psychology and business in order to enrich the methodological approach. The training units use the following methodologies:

1. GROUP DYNAMIC:

Borrowed from psychology group therapy techniques, this dynamic involves a small group of people (between seven and 12 is considered the best) and a facilitator. During the first session, members of the group may start by introducing themselves and sharing why they are there. After this the facilitator may encourage members to discuss their experiences. The way in which a group dynamic session is structured will depend on the style of the facilitator running the session and the nature of the issues being explored. This technique is very useful for dealing with sensitive issues such as gender, and helps to trigger self-reflection in individuals, one of the techniques used in recognising skills.

2. **ROLEPLAYING:**

This technique is an excellent tool for engaging learners and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in co-operative groups and/or learners can maintain the persona of their role throughout the class period. Learners are more engaged as they try to respond to the material from the perspective of their character.

3. **CASE STUDIES:** Following years of widespread use in business and medical education, the case study teaching method is becoming an increasingly common teaching strategy in other disciplines

In a successful CASE STUDY the Common case elements are:

- A description of the problem's context (an individual, a family, etc.).
- Supporting data, which can range from quoted statements or testimony.
- Supporting documents, images, video, or audio

Assignments and exercises using case studies can be done individually or in teams so that the learners can exchange views and find solutions.

The NEW START training handbook uses one case study in two chapters:

NEW START CASE STUDY OF SARA AND SALIM (CHAPTER 1)

"Sara is a 35 years old woman from Ethiopia. Salim is also from Ethiopia and is 54

She is a migrant who has come to join her husband Salim bringing her two boys aged 10 and 6. Her husband owned a garage with his brother in Ethiopia although he has never had any qualifications, and is now working in a garage here with his cousin doing some menial low skilled work, but he wants to be trained as a car mechanic and own his own business. His cousin will not be able to keep him in work for much longer as it was always meant to be a temporary job and his cousin has members of his own immediate family he wants to employ.

Sara got married when she was 22. She has elderly parents and, as the youngest of seven children, it was her job to look after them even after she was married and had a family of her own, and she helped out in her uncle's grocery store from time to time. When she was first married they lived with Salim's parents until they died.

She went to school until she was 18, although her schooling was often interrupted due to her care duties at home. She learned some Italian and before coming here she started to learn a little English/German/Spanish.

Sara has been in the country for 3 months and is currently having language lessons 3 hours per week at her home with someone from the Ethiopian community whose English is quite good.

Since arriving in the country they have stayed with her husband's cousin from within the Ethiopian Community. But they will have to leave by end of month and are looking for somewhere to stay which will mean moving to a different part of the city from where they now live and from where the children go to school. They want their children to go to a good school so they want to live in a high quality area and don't want to live on a housing estate because they don't want the children to be exposed to drugs and alcohol. Her husband is determined his children will do well at school and also wants them to excel at sports.

Her husband, who is quite a bit older than Sara, suffers from High Blood Pressure for which he expects to get better and effective treatment.

Sara wants to go on course to get secretarial qualifications because she wants to work for her husband as a receptionist and secretary. But Salim is not happy about her taking on too many activities outside of the home, and doesn't think she needs any qualifications as he intends to do all the talking to the customers. This is a source of tension for them both.

She wants to learn English/ German/ Italian/ Spanish.

They both want to be able to send money back home to Ethiopia and maybe bring their extended family over here in the future.

They want to be active in the Ethiopian community but are worried about making friends outside of the community, especially as the Ethiopian community is tight knit and too much engagement with the host community is frowned upon.

They both attend the Mosque regularly and Salim would like the boys to be enrolled in a Saturday Madrasa so they can keep up their Islamic Studies and get to know the Koran in detail.

NEW START CASE STUDY OF SARA AND SALIM (CHAPTER 2)

Sara finds life in Europe so different and finds it difficult to understand sometimes.

Sara was with Selim, talking to each other. Selim was very disappointed, in Ethiopia he imagined that in Europe everything would be provided for free, that he would have a beautiful house, a car, a job...He had made a living because he had a job provided by his cousin, repairing cars. It is expensive to start his own business so he decides to get a job and save money and owning a car repair in the future.

Today Selim was successful to have a new job, a real job outside his family protection, but he realised that the salary offered scarcely helps him to pay the rent (not even with the help of social subsidies).

He decided to accept the job because he knew how hard it was to find one nowadays, especially for someone without qualifications. A lot of unemployed people are waiting in line every day at the job office. Many Europeans are also without a job...So he decided to accept the job so that his cousin can

continue with his family business. His worry was...How am I to pay the bills? Electricity, water, public transport...

Sara tried to comfort him, and told him that they will find a solution soon.

The following day, Sara met her neighbour next door, Ms. Accaoui, She is from Morocco and has 3 children, and has been living in UK for 10 years. Ms. Accaoui is friendly. Ms. Accaoui is working as a cook at a hotel while her three children go to school. She then can earn a living. Her husband works at a warehouse and with these two salaries they have enough money to send to their family in Morocco and to save money for the future. As Selim, her husband is willing to start a business. Ms. Accaoui tells Sara to go to the employment office and to visit social services too. She must make an appointment and wait in a long queue, but it is worthwhile doing it.

Selim is not happy at the idea of Sara working outside the family business, but thinks that this could help them to start a new life, and that in the future, when they save money, he will start his own business and Sara will work with him.

At the employment office, the officer (a very serious and non-smiling person) told her what to do. To register as a job-seeker. There was the possibility to attend a free course of "Elderly care assistant". She had little labour experience in Ethiopia, but as she took care of her parents, Sara thought it might work.

Sara is happy, but she was really overwhelmed with papers, forms, bureaucracy, but at the end, with the help of Ms. Accaoui, she completed them all and delivered them to the employment office. Selim thought that she was wasting time, that she wouldn't be successful.

Sara also realised, that while she was studying, he rent must still be paid, and that they would be starving before she finished studying. So she visited the social services offices. There she explained her situation. The officer was a nice woman; she helped her to fill in 3 different forms, to ask for money to help her to pay rent and other expenses such as gas, water and electricity. She also got a reduced transport ticket for a year. The officer told her that all these economical support came from the taxes of citizens that contribute while running business or as employees, and that as soon as her situation improved she wouldn't be able to benefit from these subsidies and that she will pay taxes too. Sara was satisfied and thought that she would be very happy to contribute to others if her life was as prosperous as others.

She was very happy when she finished her appointment at the social services office, when she found at the street a very rude man. He was white, in his early 50s, unclean and dressed in a very strange way, and he was drunk. He shouted at her: go back to your country! Give me back my job, I am in my country! Go home! Sara was very offended. How could he be so unfair and rude! People walked past in the street as if nothing has happened... After some time, an old woman approached her. "Are you OK my dear? Don't listen to him...he is drunk and he is always asking for money round here", she said. Sara told she was OK and went home.

After some months, Sara finished her course and had her first job interview. Almost all her colleagues at the course of "elderly care" already had a job. Why was it so hard for her? Maybe because her language skills were still too basic? Because she was Ethiopian? Because she was black?

The employer was a very nice young man, but he offered very low pay, and no holidays. He said he had no money to register his employees, and that there won't be any social security... Sara said she knew her rights...And then he was very rude to her...Do you need the job or not? Was his question...?

She came back home very disappointed when she discovered that she had a phone call for another job interview. Here the salary was a little better, Social Security was covered by the company, she had weekends off and decent working conditions.

After some months working, she is very happy with the job. Colleagues are nice, and working with elderly people is very rewarding!

Selim and her are saving money and sending it to their family in Ethiopia. Next year Selim will start his business and Sara will work with him. They are gaining confidence that they will have a nice future in Europe”

HANDBOOK STRUCTURE

The handbook is structured into 5 different thematic areas key for migrants and refugees training. They are easy to identify by means of different thematic colours:

THEMATIC AREA 1

EUROPEAN RIGHTS AND DUTIES

THEMATIC AREA 2

INTEGRATION

THEMATIC AREA 3

EUROPEAN CULTURE

THEMATIC AREA 4

GENDER

THEMATIC AREA 5

LABOUR GUIDANCE

Each thematic area consists of one module supported by 2 or 3 teaching units that combine the training techniques of group dynamic, case study and role-playing:

1. European Rights and Duties
2. The real Europe versus the “European dream”
3. European culture in general
4. Gender issues
5. Culture of the workplace

Each module shows an easy to read chart summary, containing detailed information for the trainer in the following items:

- a. Thematic area.
- b. Content.
- c. Aims and objectives.
- d. Units (number and short description)
- e. Time of each unit.
- f. Learners’ requirements.
- g. Learning outcomes (knowledge, skills and competences)
- h. Resources required.
- i. Learning methodologies.

Each Unit has an easy to read chart summary containing detailed information about the unit followed by a detailed lesson plan broken down into times and with suggested exercises.

The units are followed by some examples of classroom materials.

RECOMMENDED WAYS OF USING THIS HANDBOOK

1. EMBEDDING AN ISOLATED TRAINING UNIT INTO A LANGUAGE COURSE

Sometimes it is interesting to approach one single issue with your target groups who are already attending a language or citizenship training course which you are currently involved in. In this case, our suggestion is to customise and embed one of the New Start training Units into your current course.

1. First read the list of training units provided below.
2. Go to the training module of the corresponding thematic area for a better understanding.
3. Access to the Unit via the hyperlink at the thematic area module.
4. Use or customise the training materials provided in the training unit.
5. Embed this training unit in your language or citizenship course for migrants and refugees.

2. EMBEDDING ONE OR MORE MODULES INTO AN EXISTING TRAINING COURSE

Sometimes it is interesting to add a new module to your current migrants and refugees training course which might be in job searching, Life skills, employability training or skills recognition. In this case, our suggestion is to customise and embed the whole set of the New Start training Units in a Thematic area into your current course.

1. First read the list of training units provided below.
2. Go to the training module of the corresponding thematic area for a better understanding.
3. Access to the Unit via the hyperlink at the thematic area module.
4. Use or customise the training materials provided in all the training units in the module of the thematic area you are interested in.
5. Embed this training unit in your current course for migrants and refugees.

3. FOLLOW OUR SUGGESTED TRAINING PATHWAY

This training pathway has been designed for the use as a complete training course for a better integration in Europe of migrants and refugees.

The combination of different thematic areas units, allows an inductive approach of the learning of migrants and refugees. The examples and exercises are complementary and follow an order that helps the learning process and allows a better understanding of the migrants and refugees.

We recommend you to follow the same suggested order, as some of the information in the case studies is continued in the following training units.

<i>RIGHTS AND DUTIES</i>	UNIT 1: UNDERSTANDING THE EUROPEAN CHARTER OF FUNDAMENTAL RIGHTS <u>Unit 1</u>
<i>RIGHTS AND DUTIES</i>	UNIT 2: RIGHTS ASSOCIATED DUTIES <u>Unit 2</u>
<i>INTEGRATION</i>	UNIT 3: UNDERSTANDING THE BARRIERS TO INTEGRATION <u>Unit 3</u>
<i>INTEGRATION</i>	UNIT 4: ACTION PLANNING FOR MIGRANTS AND REFUGEES <u>Unit 4</u>
<i>INTEGRATION</i>	UNIT 5: UNDERSTANDING PREJUDICE AND RACISM <u>Unit 5</u>
<i>EUROPEAN CULTURE</i>	UNIT 6: EUROPEAN UNIFICATION <u>Unit 6</u>
<i>EUROPEAN CULTURE</i>	UNIT 7: PROS AND CONS OF EUROPEAN UNION <u>Unit 7</u>
<i>GENDER</i>	UNIT 8: GENDER EQUALITY IN EUROPE. ASPECTS AND CURRENT VIEWS <u>Unit 8</u>
<i>GENDER</i>	UNIT 9: PREJUDICES AGAINST WOMEN <u>Unit 9</u>
<i>GENDER</i>	UNIT 10: GENDER STEREOTYPES AT WORKPLACE <u>Unit 10</u>
<i>LABOUR GUIDANCE</i>	UNIT 11: EFFECTIVE JOB SEARCH <u>Unit 11</u>
<i>LABOUR GUIDANCE</i>	UNIT 12: AWARENESS RAISING ON DIVERSITY APPROACH <u>Unit 12</u>
<i>LABOUR GUIDANCE</i>	UNIT 13: LEARN TO MATCH DIFFERENT CULTURAL CONTEXTS <u>Unit 13</u>

5) THEMATIC AREAS, TRAINING MODULES, TRAINING UNITS AND EXERCISES

THEMATIC AREA 1

EUROPEAN RIGHTS AND DUTIES

MODULE TITLE	UNDERSTANDING THE EUROPEAN CHARTER OF FUNDAMENTAL RIGHTS	
Content	<p>The module consists of 2 units of 6 hours in total, each using different teaching techniques in order to:</p> <ol style="list-style-type: none"> 1.- Understand the principles that inspired the Charter: human dignity, freedom, equality and solidarity 2. - Understand the European Charter of Fundamental rights concepts, especially those related to Freedom, Equality and Solidarity. 3. - Understand the idea that rights are also associated to duty. 	
Aims & Objectives	<p>At the end of this training module the learners will be able to understand the concepts of diversity, tolerance and mutual respect. They will be able to understand their minimum rights and also the duties associated to them. Thus they will be able to detect abuse of them and also to recognise when actions could be considered punishable by law.</p>	
Units	<p>Unit 1</p> <p>Understanding that migrants and refugees have different culture, social and educational backgrounds and that they are not only different from Europeans but also completely different from each other, their stories are different but all of them are living in Europe, and that Europeans are in turn very different too. Understanding the concepts of diversity, tolerance and mutual respect.</p> <p>Then there is a short overview the following rights:</p> <ul style="list-style-type: none"> - Right to live. - Asylum. - Equality before the law. - Equality between men and women. - Non-discrimination. - Rights of the child, elderly and disabled. <p>Understanding that these rights are designed to protect the weak. The rights have also duties. To show situations that can be punishable before the Law.</p> <p style="text-align: right;">Go to Unit</p>	<p>Unit 2</p> <p>Short overview the following rights:</p> <ul style="list-style-type: none"> - Education. - To be engaged in work. - To conduct a business. - Property. - Fair working conditions. - Social security and social assistance. - Health care. <p>Understanding that to exercise these rights there are also duties such as tax payment. Understanding the concept of solidarity.</p> <p style="text-align: right;">Go to Unit</p>

Time	3 hours	3 hours
Learners requirements	<p>Learners are adult migrants and refugees of all ages (over 18 years old), countries and conditions. The more diverse in nationality, gender and age the better, so their dialogue can be richer and their views more diverse. Literacy is mandatory so that there is a good understanding of the teaching materials.</p> <p>In terms of personal qualities of the learners must be:</p> <ul style="list-style-type: none"> - Motivated to learn. - Open to participate. - Able to understand and communicate in the language used in the classroom. 	
Learning Outcomes	<p>Knowledge:</p> <ol style="list-style-type: none"> 1) Learners will learn their rights and duties as European Citizens. <p>Skills:</p> <ol style="list-style-type: none"> 1) Learners will be able to facilitate self-reflection on their personal situation towards the exercise of rights and duties. 2) Learners will be able to detect discrimination or abuse towards them. 3) Learners will prevent what is considered abuse or discrimination towards others. 4) Learners will prevent that their actions can be considered as punishable by the law. <p>Competences:</p> <ol style="list-style-type: none"> 1) Learners will have more confidence when dealing with real life situations, with other citizens and at work, reducing the chances of conflict with other citizens and facilitating their integration in certain communities. 	
Resources required	<p>The guiding principle has been to select materials and material sources which would cause trainers no or little extra cost, not all resources indicated will be relevant within national contexts and if so trainers are at liberty to find resources which are more suitable.</p> <p>The use of audio-visual, comic, real newspaper, photos, as real as possible is of great help, as it is seen by learners as something real, tangible and easy to understand.</p> <p>The size and light of the classroom must facilitate a friendly atmosphere. Open silent space, with enough light.</p> <p>Classroom layout must foster dialogue and visual contact between all participants (U or O shape would be the best).</p> <p>Groups must be reduced: from 5 to 10 participants.</p> <p>Laptop+ projector +Wi-Fi internet connection to show videos or short films, newspaper articles, and other audio visual support to trigger dialogue.</p>	
Learning methodologies	<p>Unit 1 Exercise 1 Is intended to be a trigger for self-reflection. The classroom can start by a short roundtable of all participants explaining their country of origin, their professional/labour activity conducted in home country and why, how and when they decided to come to Europe.</p> <p>Exercise 2 Will be starting with a testimonial of someone depending on the issue that is intended to be highlighted: A refugee having the asylum right, a victim of gender discrimination, a victim of race discrimination, etc.</p> <p>Unit 2 A case study will be used to show the experience of a migrant/refugee involved in different situations of daily life and work so it is shown how their rights are exercised by means of a practical and simple situational story. Case Study Chapters 1 and 2.</p>	

EUROPEAN RIGHTS AND DUTIES UNITS

UNIT 1	UNDERSTANDING THE PRINCIPLES THAT INSPIRED THE EUROPEAN CHARTER OF FUNDAMENTAL RIGHTS.
Content	Understanding that migrants and refugees have different culture, social and educational backgrounds and that they are not only different from Europeans but also completely different from each other, their stories are different but all of them are living in Europe, and that Europeans are in turn very different too. Understanding the concepts of diversity, tolerance and mutual respect.
Objectives	<ul style="list-style-type: none"> - Understanding the concepts of diversity and tolerance. - Understanding the principles that inspired the Charter: human dignity, freedom, equality and solidarity.
Time	3-4 hours
Advice for trainer	Trainers should encourage the participants to feel free to speak. Trainers must encourage learners when speaking and invite all of them to give opinions. Dialogue must be rich and free. Trainers must encourage the participation of all.
Learning methodologies	Learners will work in a classroom group. It is recommended to have a maximum of 5-10 learners to allow participation. Use of handouts and case studies to stimulate dialogue.
Resources available	Laptop+ projector Classroom layout in O or U shape to facilitate participation. Newspaper articles for the second exercise
Supporting material for teaching	Photographs or objects brought by the learners themselves Newspaper articles Power point presentation on the first set of fundamental rights

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Exercise 1 Understanding diversity and tolerance	1.-Understanding the concepts of diversity, mutual understanding and tolerance. This is intended to be a trigger for self-reflection. The class can start by a short roundtable of all participants introducing themselves, explaining their country of origin, their professional/labour activity conducted in their home country and why, how and when they decided to come to Europe. To make it more pleasant, and to avoid to focus on sad memories, suggest that each participant brings good memories with photos of their home country, or to show the others some food, festivity or clothes that are typical in their home country. Then the rules of the dynamic are set: all participants must and can speak. Opinion is free and nobody is censured because of his/her opinion. The class dynamic ends without any specific conclusion	120" 90 minutes of group dynamic	Materials brought by the learners themselves

	<p>to provoke a relaxed atmosphere, self and group reflection until next exercise.</p> <p>As the exercise is quite long, the session can continue after a long break or next session to start the next training day.</p>		
<p>Exercise 2 Understanding the principles that inspired the Charter</p>	<p>2. - Understanding the principles that inspired the Charter: human dignity, freedom, equality and solidarity. “The peoples of Europe, in creating an ever closer union among them, are resolved to share a peaceful future based on common values”</p> <p>The trainer does a reflection of the context: why they were born and why they are needed. After World War II, there was the belief that Peace and non violation of human rights should be the future of Europe.</p> <p>Then a testimonial is shown. Someone depending on the issue that is intended to be highlighted: A refugee having the asylum right, a victim of gender discrimination, a victim of race discrimination, etc. Testimonial can be a face to face lecture or speech, or a video interview or film, depending of the resources available.</p> <p>Examples of useful issues: child labour, Child marriages, political prosecution, racist attacks, etc.</p> <p>After the testimonial, some guided dialogue is started with questions. First coming with the most evident and easy ones towards the most complex at the end of the session.</p>	<p>30 minutes classroom work</p>	<p>White board. Newspaper article of violation of fundamental rights</p>
<p>Exercise 3</p>	<p>3.-Understanding the following rights:</p> <ul style="list-style-type: none"> • Right to live: there is no death penalty in European countries. • Asylum: to be used when there is risk for life and prosecution only. Geneva Convention: “Every refugee has duties to the country in which he finds himself, which require in particular that he/she conform to its laws and regulations as well as to measures taken for the maintenance of public order” • Equality before the law: the idea of fairness of Justice and Justice for all. • Equality between men and women: same laws apply to men and women in Europe. • Non-discrimination: “Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited”. There is a right not to be discriminated and the duty not to discriminate. • Rights of the child, elderly and disabled: “In all actions relating to children, whether taken by public authorities or private institutions, the child's best interests must be a primary consideration.” There will be a series of measures to protect and to integrate and give 	<p>60 minutes</p>	<p>Power point presentation laptop, screen and projector</p>

	<p>dignity, independence to elderly and disabled.</p> <p>The trainer shows each right in one slide, comments on it and opens dialogue asking how they deal with this issue in their home country and to understand the differences.</p> <p>At the end of the session there must be two conclusions:</p> <p>1) That whatever traditions and cultures are the background of migrant/refugee, some practices are illegal in Europe and prosecuted by law. So there must be an observation of the European law or they will have problems with Justice.</p> <p>2) That migrants/refugees have the same rights as European citizens of not being discriminated by race, religion or gender. Any violation of these rights can be punished by law.</p> <p>3) What happens when a migrant/refugee is illegally living in the country? Residence permits must be the first thing to do in order to be protected by Law.</p>		
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UNIT 2	THE EUROPEAN CHARTER OF FUNDAMENTAL RIGHTS. RIGHTS ASSOCIATED TO DUTIES
Content	<p>Understanding the European Charter of Fundamental rights concepts, especially those related to Freedom, Equality and Solidarity.</p> <p>Understanding the idea that rights are also associated to duty.</p>
Objectives	<ul style="list-style-type: none"> - Understanding the concepts of diversity and tolerance. - Understanding the principles that inspired the Charter: human dignity, freedom, equality and solidarity. - Understanding what to expect and what is expected in daily life.
Time	4 hours
Advice for trainer	Trainers should encourage the participants to feel free to speak. Trainers must encourage learners when speaking and invite all of them to give opinions. Dialogue must be rich and free. Trainers must encourage the participation of all.
Learning methodologies	<p>Learners will work in a classroom group.</p> <p>A case study will be used to stimulate dialogue.</p> <p>It is recommended to have a maximum of 5-10 learners to allow participation.</p>
Resources available	<p>Laptop + projector</p> <p>Classroom layout in O or U shape to facilitate participation.</p>

	A case study.
Supporting material for teaching	A case study. Power point presentation on the second set of fundamental rights

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Exercise 1 Understanding the idea of rights and duties when applying the fundamental rights	Short overview the following rights: <ul style="list-style-type: none"> - Education: education is compulsory until the age of 16 in Europe. Compulsory education should be provided for free. - To be engaged in work: all citizens have the right to work. If unemployed, can enjoy social benefits that differ greatly between European countries. - To conduct a business: all citizens can start a new business. - Property: all citizens can have property and this must be respected. - Fair working conditions: labour law must be respected, including healthy and safe working conditions. Labour law can differ greatly from one European country to other. - Social security and social assistance: there is the right of health and social assistance. Social support is also provided to disadvantaged citizens; it also differs greatly from one country to the other. - Health care: Some health treatments are provided for free depending on the European country. Understanding that to exercise these rights there are also duties such as tax payment because these benefits must be paid. Understanding the concept of solidarity.	60"	PowerPoint presentation Laptop, screen and projector. Case study 2.

CLASSROOM MATERIALS FOR UNIT 2

CASE STUDY: THE STORY OF SARA AND SELIM

Sara is a 35 years old woman from Ethiopia. Salim is also from Ethiopia and is 54.

She is a migrant who has come to join her husband Salim bringing her two boys aged 10 and 6. Her husband owned a garage with his brother in Ethiopia although he has never had any qualifications, and is now working in a garage here with his cousin doing some menial low skilled work, but he wants to be trained as a car mechanic and own his own business. His cousin will not be able to keep him in work for much longer as it was always meant to be a temporary job and his cousin has members of his own immediate family he wants to employ.

Sara got married when she was 22. She has elderly parents and, as the youngest of seven children, it was her job to look after them even after she was married and had a family of her own, and she helped out in her uncle's grocery store from time to time. When she was first married they lived with Salim's parents until they died.

She went to school until she was 18, although her schooling was often interrupted due to her care duties at home. She learned some Italian and before coming here she started to learn a little English/German/ Spanish.

Sara has been in the country for 3 months and is currently having language lessons 3 hours per week at her home with someone from the Ethiopian community whose English is quite good.

Since arriving in the country they have stayed with her husband's cousin from within the Ethiopian Community. But they will have to leave by end of month and are looking for somewhere to stay which will mean moving to a different part of the city from where they now live and from where the children go to school. They want their children to go to a good school so they want to live in a high quality area and don't want to live on a housing estate because they don't want the children to be exposed to drugs and alcohol. Her husband is determined his children will do well at school and also wants them to excel at sports.

Her husband, who is quite a bit older than Sara, suffers from High Blood Pressure for which he is expects to get better and effective treatment.

Sara wants to go to on course to get secretarial qualifications because she wants to work for her husband as a receptionist and secretary. But Salim is not happy about her taking on too many activities outside of the home, and doesn't think she needs any qualifications as he intends to do all the talking to the customers. This is a source of tension for them both.

She wants to learn English/ German/ Italian/ Spanish.

They both want to be able to send money back home to Ethiopia and maybe bring their extended family over here in the future.

They want to be active in the Ethiopian community but are worried about making friends outside of the community, especially as the Ethiopian community is tight knit and too much engagement with the host community is frowned upon.

They both attend the Mosque regularly and Salim would like the boys to be enrolled in a Saturday Madrasa so they can keep up their Islamic Studies and get to know the Koran in detail.

CASE STUDY OF SARA AND SALIM (CHAPTER 2)

Sara finds life in Europe so different and finds it is difficult to understand sometimes.

Sara was with Selim, talking to each other. Selim was very disappointed, in Ethiopia he imagined that in Europe everything would be provided for free, that he would have a beautiful house, a car, a job...He had made a living because he had a job provided by his cousin, repairing cars. It is expensive to start his own business so he decides to get a job and save money and owning a car repair in the future.



Today Selim was successful to have a new job, a real job outside his family protection, but he realised that the salary offered scarcely helps him to pay the rent (not even with the help of social subsidies).

He decided to accept the job because he knew how hard it was to find one nowadays, especially for someone without qualifications. A lot of unemployed people are waiting in line every day at the job office. Many Europeans are also without a job...So he decided to accept the job so that his cousin can continue with his family business. His worry was...How am I to pay the bills? Electricity, water, public transport...

Sara tried to comfort him, and told him that they will find a solution soon.

The following day, Sara met her neighbour next door, Ms. Accaoui, She is from Morocco and has 3 children, and has been living in UK for 10 years. Ms. Accaoui is friendly. Ms. Accaoui is working as a cook at a hotel while her three children go to school. She then can earn a living. Her husband works at a warehouse and with these two salaries they have enough money to send to their family in Morocco and to save money for the future. As Selim, her husband is willing to start a business. Ms. Accaoui tells Sara to go to the employment office and to visit social services too. She must make an appointment and wait in a long queue, but it is worthwhile doing it.

Selim is not happy at the idea of Sara working outside the family business, but thinks that this could help them to start a new life, and that in the future, when they save money, he will start his own business and Sara will work with him.

At the employment office, the officer (a very serious and non-smiling person) told her what to do. To register as a job-seeker. There was the possibility to attend a free course of "Elderly care assistant". She had little labour experience in Ethiopia, but as she took care of her parents, Sara thought it might work.

Sara is happy, but she was really overwhelmed with papers, forms, bureaucracy, but at the end, with the help of Ms. Accaoui, she completed them all and delivered them to the employment office. Selim thought that she was wasting time, that she wouldn't be successful.

Sara also realised, that while she was studying, he rent must still be paid, and that they would be starving before she finished studying. So she visited the social services offices. There she explained her situation. The officer was a nice woman; she helped her to fill in 3 different forms, to ask for money to help her to pay rent and other expenses such as gas, water and electricity. She also got a reduced transport ticket for a year. The officer told her that all these economical support came from the taxes of citizens that contribute while running business or as employees, and that as soon as her situation improved she wouldn't be able to benefit from these subsidies and that she will pay taxes too. Sara was satisfied and thought that she would be very happy to contribute to others if her life was as prosperous as others.

She was very happy when she finished her appointment at the social services office, when she found at the street a very rude man. He was white, in his early 50s, unclean and dressed in a very strange way, and he was drunk. He shouted at her: go back to your country! Give me back my job, I am in my country! Go home! Sara was very offended. How could he be so unfair and rude! People walked past in the street as if nothing has happened... After some time, an old woman approached her. "Are you OK my dear? Don't listen to him...he is drunk and he is always asking for money round here", she said. Sara told she was OK and went home.

After some months, Sara finished her course and had her first job interview. Almost all her colleagues at the course of “elderly care” already had a job. Why was it so hard for her? Maybe because her language skills were still too basic? Because she was Ethiopian? Because she was black?

The employer was a very nice young man, but he offered very low pay, and no holidays. He said he had no money to register his employees, and that there won't be any social security... Sara said she knew her rights...And then he was very rude to her...Do you need the job or not? Was his question...?

She came back home very disappointed when she discovered that she had a phone call for another job interview. Here the salary was a little better, Social Security was covered by the company, she had weekends off and decent working conditions.

After some months working, she is very happy with the job. Colleagues are nice, and working with elderly people is very rewarding!

Selim and her are saving money and sending it to their family in Ethiopia. Next year Selim will start his business and Sara will work with him.They are gaining confidence that they will have a nice future in Europe”

CLASSROOM MATERIALS FOR UNIT 2

Sentence to comment: “Tolerance is not sharing beliefs but respecting the different beliefs of others”

Exercise 2

Newspaper or internet article

<http://www.bbc.com/news/world-europe-34573825>

Syrian "child brides" and international law

"Alarming increase" in number of child marriages within Syrian refugee communities in Jordan, Iraq and Lebanon, says Save the Children

It is argued that it is to protect the girls from sexual assault and other hardship

It is also seen as safeguarding family honour

It reduces economic burden on refugee families

But child marriage threatens a girl's physical and mental health

It is outlawed by the Convention on the Elimination of All Forms of Discrimination against Women

The right to free and full consent from both parties is enshrined in the Universal Declaration of Human Rights (article 16).



I met two Syrian friends from Aleppo, Majd and Samo. They are worried that the child brides issue may be further tainting the Dutch view of Syrian people and their culture.

"The refugees here have a culture shock right now. We bring with us our beliefs, our traditions and they're not easy to break," says Majd.

Image caption Majd from Aleppo believes Syrians arriving in the Netherlands have to take account of Dutch laws

"Our problem is that Dutch people can't see the difference between Syrians but it's our responsibility to deal with these new laws."

Samo remembers meeting a young girl who was married at a refugee camp in Den Helder.

"I'm a refugee but I was working there in food distribution. I was very moved. I thought the guy was her little brother. When she said, 'this is my son', I was shocked. She was 14 years old. She accepted her fate, but it's wrong."

Majd has been informally adopted by a Dutch family who invited him round for home-cooked meals and help with his language skills. Many Dutch people do support those who have fled the conflict zones. But there are complex challenges in accommodating them. And as the reaction to the reports on child brides shows, cultural integration can be complicated.

MODULE TITLE	UNDERSTANDING THE REAL EUROPE VS THE EUROPEAN DREAM		
Content	<p>The Module aims to help migrants, gain an understanding of the difference between their aspirations being newly-arrived migrants and the reality of living and working in Europe, including the barriers they will face. The ultimate aim is to support him/her in his/her future choices in both their personal and professional lives, and help them make an action plan to remove and address barriers as they work towards their ultimate goals. The module will look at reflection, action planning and SMART goal setting as active methodologies and will also address the issues which cause prejudice and racism and how to handle these.</p> <p>A unique element of this module will be to reflect on the circumstances of the case study that has been created for this module, of a mid 30's Ethiopian woman who is resident in your country. Her details have been gathered together from a selection of genuine case studies to show as diverse as possible a range of issues, opportunities and barriers.</p>		
Aims & Objectives	<p>To sensitise participants about cultural diversity, obstacles to integration from the case study and ultimately how to apply that to themselves and the support they will need in the future.</p> <p>To introduce participants to a series of methodologies useful to supporting them to identify their objectives and the obstacles to achieving their goals</p>		
Units	<p>Unit 3 To identify the barriers migrants face and the gulf between expectations and reality</p> <p style="text-align: right;">Go to Unit</p>	<p>Unit 4 To manage expectations and remove barriers through action planning and goal setting</p> <p style="text-align: right;">Go to Unit</p>	<p>Unit 5 To understand the difference between indirect and direct discrimination and to be aware of situations which arise and how to deal with them</p> <p style="text-align: right;">Go to Unit</p>
Time	2 hours	2 hours	2 hours
Learners requirements	Participants are migrants and refugees.		
Learning outcomes	<p>At the end of the training module the learner shall acquire the following:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) Know and recognise the barriers to integration 3) Know the SMART elements of goal setting 4) Know how to break down goals into smaller steps of an action plan 5) Know the difference between direct and indirect discrimination 6) Know how to spot incidents where racism and prejudice might arise <p>Skills:</p> <ol style="list-style-type: none"> 1) Recognise the difference between the aspirations of the migrant and the reality of living in Europe 2) Use and develop goal setting and action planning methodologies 3) Use the proper approach to the target groups having different cultural backgrounds and expectations 		

	<p>4) Support participants to deal with racism and discrimination</p> <p>5) Understand how to apply general theory to individual case studies and individual cases</p> <p>Competences:</p> <p>1) Develop ways to recognise and remove barriers to integration</p> <p>2) Develop ways to facilitate successful action planning and goal setting</p> <p>3) Develop confidence in dealing with issues and occurrences of racisms</p> <p>4) Help the participant to be able to extract from the provided case study the relevant information and how to apply that to real situations of actual clients</p>
Resources required	Flipchart, notes, chairs, papers, pens, poster boards, scissors, markers, PC, internet connection, post-it, printer, worksheets as specified
Learning methodologies	Traditional teaching method brainstorming, games, group work, role play, simulation, case studies

INTEGRATION UNITS

UNIT 3	UNDERSTANDING THE BARRIERS TO INTEGRATION
Content	<p>The European Council promotes the integration of migrants in the EU Member States and it has identified the European key indicators for it:</p> <ul style="list-style-type: none"> - Local language – which is a relevant element to start an intercultural dialogue; - Occupation – which represents an essential factor for the integration process as it assures the economic participation of migrants in the society; - Education – which supports migrants in having more success in the hosting society; - Social inclusion – which contributes to the acceptance and the comprehension of different cultures and to fight against discrimination and social exclusion; - Active citizenship – the participation of migrants to the democratic process as active citizens favours integration and strengthens their feeling of belonging to the society.
Objectives	Participants will be able to support users to understand where they are in the integration process, in order to make them able to identify realistic objectives which might differ from their expectations. They will also know how to apply the general theories of integration to individual case studies and individual cases in their professional practice
Time	2 hours
Advice for trainer	The aim of the unit is to explain and make participants understand the integration process and some of its indicators and in particular to show up the difference between the expectations of newly arrived migrants and the reality. Participants will use these differences to identify the barriers as a first stage to addressing them, through action planning in the second unit.

Learning methodologies	The participants will be working mainly with the content of a case study , designed to show up many elements and issues, opportunities and barriers. They will also use their own inherent knowledge skill, judgement and brainstorming to assess the difference between the expectations of the case study and migrants in general and the reality.
Resources available	Case study. Chapter 1.
Supporting material for teaching	Case study. Chapter 1.

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Reflection on the main expectations of migrants	Brainstorming: Think of the main expectations, in general headings, people have when they moved to Europe as either forced or voluntary migrants. Group them into 4 main categories	15 min	Flipchart, markers
	This would normally be Prosperity/Work Education Safety Health		
	Within each category break that down to what the “dream” might look like starting each sentence with “I want to..... e.g. I want to get a good job I want to get a well-paid job Think of as many as you can under each heading	25 min	
	Look at the provided case study and see how many of these expectations are shared by them.	10 min	Case Study 1
	In a group, on a separate sheet of paper, or section of a white board record what the realities against each of these dreams are, or might be. You now should now have a clear indication of what the differences are between the expectation and the reality. And in which areas of life (e.g. education/employment) there is the biggest difference. Note: <i>The realities should reflect the actual position in the country in which the class is being delivered</i>	20 min	Flipchart /white board

Barriers	<p>We are now ready to look at actual barriers to integration.</p> <p>Looking at the list of the realities that migrants face, divide the class into 3 and give each group 2 of the topics below. Under the following headings make a list of all the barriers you can think of</p> <ul style="list-style-type: none"> • Access to education • Access to employment • Access to benefits • Access to housing • Access to health • Access to safety <p>At the end of the activity, each group will share their findings and as a group reflect on the indicators identified as barriers and agree or amend them</p> <p>Looking at the case study and using the information from this module so far complete the assessment sheet for the woman SARA in the case study. This will be developed in module 2 though action planning.</p>	75 min	Flipchart, markers
			Assessment sheet

UNIT 4	ACTION PLANNING	
Content	Looking at timelines to identify key moments in someone’s life and how that affects choices in the future, and how to develop SMART goal setting techniques for effective action planning which is based on barrier removal. By the end of the Unit participants will have a time line for the case study and action plans for both SARA and SALIM as practical examples of how to use this methodology with themselves.	
Objectives	To teach assessment of goals using SMART analyses, to use timelines effectively and to learn how to produce effective and realistic action plans as the basis for support work	
Time	2 hours	
Advice for trainer	This unit must be seen as a continuation of Unit 1, where the class has worked on the barriers from the case study which will now be looked at in the action planning. When conducting the role play as SARA and SALIM participants should draw on their actual real experiences and the sort of things they identify as barriers etc.	
Learning methodologies	Time lines, SMART goal analyses, role play, active listening and open questioning and using case studies effectively	

Resources available	Case study 1
Supporting material for teaching	Pre prepared timeline of tutor to model the timeline activity Blank timelines Action plan templates Barrier worksheets from unit 1 Information on SMART goal setting

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
<p>To identify factors that influence career options</p> <p>Exercise</p>	<p>Have participants draw the first part of their timelines: from birth to present. They should write in rough dates and major events that have happened in their lives (teacher should model this and the next two steps).</p> <p>Ask the participants to extend their timelines two years into the future and write in events they want to make happen in those years.</p> <p>Finally, have them extend their timelines to reach about 5 years into the future adding any events they would like to experience during this period their GOALS (they might include new job, new house, have a family etc.)</p> <p>In pairs or small groups participants should share their timelines and talk their colleagues through it. In particular they should discuss:</p> <p>What connections do you see between your goals in the next 2 years and goals for the 5 years after that and what has happened in your life before?</p>	30 mins	<p>Pre- prepared timeline based on trainer's life.</p> <p>Pens , A3 , scissors, magazines and glue</p>
Learning from experience	Divide the group into two; one group completes a time line for SARA, the other one for SALIM from the provided case study , noting the key moments in their lives and also identifying both short (2 years) and long (5 years) goals	20 minutes	Case study 1
<p>Goal setting Activity</p> <p>To understand that a goal without a plan remains just a goal- many people have ideas, dreams which never happen, because they are</p>	<p>Working in the group record all the goals for both Sara and Salim in 2 years and in 5 years, and decide if they are genuine goals</p> <p>To assess if they are genuine goals you have to consider</p>	30"	<p>Case study 1</p> <p>Paper, pens</p>

<p>never planned.</p> <p>SMART thinking - to help and stay motivated throughout the process of reaching the goal</p>	<p>if they are/have</p> <ul style="list-style-type: none"> • Important and personal • Able to be driven by their own actions • A reasonable chance of being achieved (realistic) • Clearly defined and capable of having a specific plan of action <p>Introduce the idea of SMART goal setting</p> <p>In groups now evaluate whether these goals fit the SMART criteria.</p> <p>Are they:</p> <p>Specific? Measurable (how do they know when they have achieved them?) Attainable (realistic) Relevant Time-bound (is there a set time for it?)</p>		
<p>Goals Breakdown</p> <p>Identifying relevant and achievable proportions and timing for steps, stages, elements</p> <p>Action planning stage 1</p>	<p>Back into two groups for Sara and Salim Consider the 5 year goals. Groups need to start breaking these into a series of shorter term goals/steps each alleviating some of the barriers faced. The class has looked at barriers in unit 1 and these should be revisited in this unit.</p>	<p>20 minutes</p>	
<p>Action Planning stage 2</p> <p>To introduce an action plan tool for recording client progression and encouraging to take responsibility for their personal and professional development</p>	<p>Now provide each group with a copy of the action plan which should be adapted for the local environment.</p> <p>Focus in particular on the section where it stipulates who is responsible for each action and ensure reasonable balance between support worker and client. Each action can only be recorded when the client (played by one of the group) agrees on the action timescales and responsibility.</p>	<p>20 minutes</p>	<p>Copies of Action Plans</p>

UNIT 5		UNDERSTANDING PREJUDICE AND RACISM	
Content	Introduction to discrimination and understanding the difference between direct and indirect discrimination and how to combat it. Most of the unit is taken up with role playing to give people first-hand experience of typical scenarios		
Objectives	To make the difference between indirect and direct discrimination clear and to provide ideas and scenarios to help people combat it and to advocate on behalf of clients. To apply that learning to the case studies provided with this module and to ascertain if there is anything in the attitude or behaviour of the case study which might lead to discrimination as a barrier.		
Time	2 hours		
Advice for trainer	<p>Familiarity with role play is essential for this unit, as most of the unit is taken up with this. It is important to have props/costumes available to make it easier to get the participants to take part. If the participants are a bit reticent it's worth adding on 30 minutes at the beginning to do some ice breaking exercises to break down inhibitions.</p> <p>While it's important that participants have a basic understanding of discrimination legislation it's not intended that the unit cover this in detail. Rather providing them with access to the appropriate legislation on line is something the participants could review before or after the unit.</p>		
Learning methodologies	Discussion, brainstorming, role play and reflection		
Resources available	<p>Role play scenarios including costumes/props etc.</p> <p>Information on direct and indirect discrimination</p> <p>Current discrimination law in host country</p>		
Supporting material for teaching	<p>Role play scenarios</p> <p>Case studies</p> <p>Discrimination definitions</p> <p>Indirect vs direct discrimination information</p>		

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Introducing the concept discrimination	<p>The difference between indirect and direct discrimination is explained with examples from the material available. This should be put into the context of discrimination legislation in the host country.</p> <p>Note: Direct discrimination is often easier to notice report and legislate against. Indirect discrimination is harder to identify and therefore much more damaging</p>	10 minutes	<p>Resources from the internet</p> <p>Information on relevant discrimination</p>

<p>Indirect and direct discrimination</p>	<p>and most migrants in Western Europe will suffer from the latter because primary discrimination legislation is relatively robust across the EU.</p> <p>Once modelled, participants are asked to think up other examples to demonstrate they know the difference between direct and indirect discrimination</p>	<p>20 minutes</p>	<p>n law as it relates to the country where the units are being taught. Teachers will need to prepare this in advance</p>
<p>Witnessing discrimination in everyday scenes and learning how to counter it</p>	<p>Role Play</p> <p>Tutor introduces the structure of the role plays and explains what each role play is looking to demonstrate.</p> <p>Explain the 3 scenarios and the role of each of the 3 people in each one (see role play sheet)</p> <p>As a class the Group consider before they undertake the role plays what are the main issues from each one which could create prejudice racism or discrimination</p> <p>E.g. Language</p> <p>Colour</p> <p>Dress such as hijab scarf etc.</p>	<p>10 minutes</p> <p>20 minutes</p>	<p>Copy of sheets with individual role plays with roles, costumes props etc.</p>
<p>Putting the learning into action role playing</p>	<p>Divide the group into three each group is given a scenario and one issue to develop and perform. In each group we require one person to demonstrate prejudice, one person to be the victim and one person to try and mitigate and advocate on behalf of the victim</p> <p>Group 1 Expensive restaurant (Colour)</p> <p>Group 2 Doctors Reception (poor host language skills)</p> <p>Group 3 Job interview (wearing a hijab)</p>	<p>40 minutes</p> <p>Approx. 25 minutes prep and 5 minutes for each role play</p>	
<p>Applying this learning to the provide case studies</p>	<p>After the 3 role plays the group should reflect on the provided case studies for Sara and Salim and identify where they might meet discriminate and prejudice and how you might advise them and advocate on their behalf. If this presented as an additional barrier this should be added to their action plans.</p>	<p>20 minutes</p>	

CLASSROOM MATERIALS UNIT 3

CASE STUDY. THE STORY OF SARA AND SELIM. CHAPTER 1

Sara is a 35 years old woman from Ethiopia. Salim is also from Ethiopia and is 54.

She is a migrant who has come to join her husband Salim bringing her two boys aged 10 and 6. Her husband owned a garage with his brother in Ethiopia although he has never had any qualifications, and is now working in a garage here with his cousin doing some menial low skilled work, but he wants to be trained as a car mechanic and own his own business. His cousin will not be able to keep him in work for much longer as it was always meant to be a temporary job and his cousin has members of his own immediate family he wants to employ.

Sara got married when she was 22. She has elderly parents and, as the youngest of seven children, it was her job to look after them even after she was married and had a family of her own, and she helped out in her uncle's grocery store from time to time. When she was first married they lived with Salim's parents until they died.

She went to school until she was 18, although her schooling was often interrupted due to her care duties at home. She learned some Italian and before coming here she started to learn a little English/German/ Spanish.

Sara has been in the country for 3 months and is currently having language lessons 3 hours per week at her home with someone from the Ethiopian community whose English is quite good.

Since arriving in the country they have stayed with her husband's cousin from within the Ethiopian Community. But they will have to leave by end of month and are looking for somewhere to stay which will mean moving to a different part of the city from where they now live and from where the children go to school. They want their children to go to a good school so they want to live in a high quality area and don't want to live on a housing estate because they don't want the children to be exposed to drugs and alcohol. Her husband is determined his children will do well at school and also wants them to excel at sports.

Her husband, who is quite a bit older than Sara, suffers from High Blood Pressure for which he expects to get better and effective treatment.

Sara wants to go on course to get secretarial qualifications because she wants to work for her husband as a receptionist and secretary. But Salim is not happy about her taking on too many activities outside of the home, and doesn't think she needs any qualifications as he intends to do all the talking to the customers. This is a source of tension for them both.

She wants to learn English/ German/ Italian/ Spanish.

They both want to be able to send money back home to Ethiopia and maybe bring their extended family over here in the future.

They want to be active in the Ethiopian community but are worried about making friends outside of the community, especially as the Ethiopian community is tight knit and too much engagement with the host community is frowned upon.

They both attend the Mosque regularly and Salim would like the boys to be enrolled in a Saturday Madrasa so they can keep up their Islamic Studies and get to know the Koran in detail.

ASSESSMENT SHEET

Integration Measure	Barrier	Barrier	Barrier	Barrier
Access to Education				
Access to Employment				
Access to Benefits				
Access to Housing				
Access to Health services				
Access to safety				

Removing or mitigating the barriers identified here, will feature as key action in the action plan for the migrant/refugee.

Note: When considering the action, the person responsible for that action must be considered. Will it be the migrants themselves, a support agency or a statutory agency? Greater empowerment is achieved when migrants are given the freedom and encouragement to address their own barriers

CLASSROOM MATERIALS UNIT 5

Role-play scenarios

Each role play should have minimum of 3 people in it.

One role is the person who is being discriminatory the PERPETRATOR

One role is the person being discriminated against THE VICTIM

One role is the person trying to intervene THE ADVOCATE

You can have more than one perpetrator and advocate per role play scenario of your group is large.

Scenario 1

Venue: Expensive restaurant/Hotel

Issue: doubt expressed about the person's presence due to colour and general appearance

The VICTIM arrives at an expensive restaurant for a meeting with a friend. He/she is early and the friend they are meeting has not arrived. They cannot remember the surname of the person they are meeting so when they are asked who they are meeting that can only give a partial answer so the maitre who cannot check the reservations (PERPETRATOR)

The maitre d is suspicious. They don't usually have patrons who are from ethnic minorities because it's expensive and they assume ethnic minorities have no money. They don't believe the victim is there to meet someone but thinks they might start begging/stealing and they are worried about the reputation of the place as several other patrons have looked surprised also to see the VICTIM in the restaurant.

The person dress and use of language might also be an issue

Conduct the role play with the staff member being aggressive and doubtful to the ethnic minority person, then introduce the ADVOCATE, another diner perhaps who attempts to sort out the problem, or the advocate could be the person who the migrant was planning to meet in the first place.

Think about body language, as well as tone of voice

Afterwards discuss if there was anything the migrant could have done to ease the situation, what sort of things are best to say to someone who is being discriminatory if you are the advocate

Scenario 2

Doctors or medical facility reception

Issue: Poor host language

A migrant whose English (host language) isn't very good and who is new to the country comes to attend an appointment, they are 15 minutes late because they got lost. The receptionist is rude and makes no effort to understand or make any sort of concession the migrant begins to get upset. Finally another member of staff intervenes tries to sort this out.

Think about body language and if the PERPETRATOR was telling the truth or using difficult language

Afterwards discuss if there was anything the migrant could have done to ease the situation, what sort of things are best to say to someone who is being discriminatory if you are the advocate

Scenario 3

First day in a new job

Issue: Muslim woman wearing the veil

A Muslim women wearing a headscarf starts work in an office and she is given someone to show her around. the woman does not like that the other woman is wearing a veil and so she begins to ask her rude and personal

questions and suggests that she won't fit in unless she starts dressing like everyone else. The Muslim woman tries to explain why she wears one but the other woman starts to complain about the number of foreigners her company employs.

Another staff member overhears this and comes to the Muslim woman's defence

Think about body language, and the relevance of what was being said

Afterwards discuss if there was anything the migrant could have done to ease the situation, what sort of things are best to say to someone who is being discriminatory if you are the advocate.

INFORMATION TO EXPLAIN THE CONCEPTS OF DIRECT AND INDIRECT DISCRIMINATION

In equality legislation, there's an important distinction between direct and indirect discrimination. It's unlawful to discriminate against people who have 'protected characteristics' - treating someone less favourably because of certain attributes of who they are. This is known as direct discrimination.

The protected characteristics include: age, disability, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex.

You don't have to have a protected characteristic to be discriminated against. If someone thinks you have a characteristic and treats you less favourably, that's direct discrimination by perception.

Similarly, if you're treated less favourably because a colleague, associate, family member or friend has a protected characteristic, that would be direct discrimination by association. It's also possible to be discriminated against for not holding a particular (or any) religion or belief.

Examples of direct discrimination include dismissing someone because of a protected characteristic, deciding not to employ them, refusing them training, denying them a promotion, or giving them adverse terms and conditions all because of a protected characteristic.

Indirect discrimination occurs when an organisation's practices, policies or procedures have the effect of disadvantaging people who share certain protected characteristics.

Indirect discrimination may not be unlawful if an employer can show that there is an 'objective justification' for it. This involves demonstrating a 'proportionate means of achieving a legitimate aim'.

The aim must be legitimate, and a real objective consideration such as the economic needs of running a business. But arguing that it's more expensive not to discriminate is unlikely to be considered a valid justification.

It must be a proportionate measure too, meaning that the discriminatory impact should be significantly outweighed by the importance and benefits of the aim. There should also be no reasonable, less discriminatory alternative.

There's no objective justification defence for cases of direct discrimination - except on the basis of age. For example, enhanced redundancy payments made to workers above a certain age may not be discriminatory because they reflect the extra problems older workers face when losing their jobs.

<http://www.acas.org.uk/index.aspx?articleid=4614>

Indirect Discrimination Examples

1) A health club only accepts customers who are on the electoral register. This applies to all customers in the same way. But Gypsies and Travellers are less likely to be on the electoral register and therefore they'll find it more difficult to join.

This could be indirect discrimination against Gypsies and Travellers because of the protected characteristic of race. The rule seems fair, but it has a worse effect on this particular group of people.

2) There's a clause in your contract which says you may have to travel around the UK at short notice. It's difficult for you to do this because you're a woman with young children. This clause therefore places you at a particular disadvantage. It also places women generally at a disadvantage, as they're more likely to be the careers of children.

You could challenge the clause because it affects you personally, even if you've not been asked to travel at short notice yet.

3) Your optician has a rule which allows payment for glasses by instalments for those in work. This rule applies to all their customers regardless of their protected characteristics. This is the pool for comparison. You're not working because you're a pensioner and so are not allowed to pay by instalments. The rule therefore places you at a disadvantage. It also disadvantages other pensioners who want to buy glasses by instalments.

Being a pensioner falls under the protected characteristic of age. This could be indirect discrimination, as one group of people who share the protected characteristic of age are particularly disadvantaged compared to another group.

<https://www.citiSensadvice.org.uk/law-and-courts/discrimination/what-are-the-different-types-of-discrimination/indirect-discrimination/>

Direct Discrimination Examples

1) You're a saleswoman and you inform your employer that you want to spend the rest of your life living as a man. As a result of this, you're moved to a role without client contact against your wishes. This is less favourable treatment because of gender reassignment. It would still be less favourable treatment even if your employer were to increase you salary to make up for the loss of job status.

2) A youth club has different opening times for the local Asian and black communities. This is a deliberate policy by the youth club to avoid any trouble between the two communities. This is racial segregation and is unlawful discrimination.

3) You're an Irish Traveller. Irish Travellers are considered to be part of an ethnic group under the Equality Act and so share the protected characteristic of race. You want to have your wedding at your local hotel but the manager tells you the hotel is fully booked for the next few months. As you leave, you hear the same manager tell another couple, who are not Irish Travellers, that the hotel is free for their wedding two weeks from now.

4) You're heterosexual. An estate agent refuses to let you a flat because he thinks you're gay. This is direct discrimination by perception because of sexual orientation which is a protected characteristic under the Equality Act.

5) Your employer disciplines you because you have to take time off to care for your disabled child. He has not disciplined other workers who have had similar amounts of time off work. This is direct discrimination by association because of the protected characteristic of disability.

<https://www.citiSensadvice.org.uk/law-and-courts/discrimination/what-are-the-different-types-of-discrimination/direct-discrimination/>

THEMATIC AREA 3

EUROPEAN CULTURE

MODULE TITLE	EUROPEAN CULTURE IN GENERAL	
Content	<p>Examine and discuss the European Union in theory and practice.</p> <p>The aim is to foster understanding for the European Union through two modules in which the migrants will compare the state of Europe before and after the unification as well as discuss its benefits and disadvantages from different perspectives.</p>	
Aims & Objectives	<p>The goal of the units shall be to support the migrants in understanding the project of the European unification as a long process of finding and keeping peace between former rival countries. At the end of the units the participants will have an understanding of the strenuous efforts taken to achieve the current unification and the continued process of establishing a foundational unified agreement. Through which it could serve as a potential rubric or inspiration for other regions in the world.</p> <p>To sensitise educators about how to work with the target group looking at the above mentioned topics and, as preparation, check their own knowledge and understanding of the development and current state of the European Union.</p> <p>To introduce educators to a series of methodologies useful to support the target groups in identifying their understanding of historical development, founding ideas and current state of the European Union.</p>	
Units	<p>Unit 6</p> <p>EU in theory: Understanding the process and developments of the unification, participants will identify the relevant achievements accomplished during the decades after World War II until today.</p> <p>Participants will gain understanding for difficulties in understanding the historical development of the EU for the target group.</p> <p style="text-align: right;">Go to Unit</p>	<p>Unit 7</p> <p>EU in practice: Participants will reflect upon the influence or impact that the EU has on their daily lives as much as on those of the target group. Considering multiple perspectives, the participants will form opinions on the pros and cons of the current state of the EU and will be prepared for the target groups pros and cons.</p> <p style="text-align: right;">Go to Unit</p>
Time	3 hours	2-3 hours
Learners requirements	Participants are migrants and refugees.	

Learning outcomes	<p>At the end of the training module the learner shall acquire the following:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) Know the historical background and facts on the development of the EU after World War II until today. 2) Know the influence and impact on daily life of those living in the EU, especially also those newly arrived. 3) Know common arguments for and against the current state of the EU 4) Know multiple perspectives on the EU within different regions of the EU <p>Skills:</p> <ol style="list-style-type: none"> 1) Recognise the difference between the EU in theory and its impact experienced in daily life 2) Use the proper approach to the target groups having different cultural backgrounds as much as originating from countries with different historical backgrounds and political developments 3) Understand how to break down historical knowledge and theory to participants' personal lives 4) Support participants in dealing with multiple perspectives of different political systems and how to formulate arguments for and against 5) Understand difficulties inherent in uniting distinguished parties <p>Competences:</p> <ol style="list-style-type: none"> 1) Develop ways to facilitate successful communication and discussion on opposing ideals and confrontation, as well as formulating an argument 2) Develop confidence in dealing with different and opposing arguments towards the EU 3) Help participants to be able to extract from the provided material on the EU the relevant information and how to apply this to real life situations
Resources required	<p>Flipchart, notes, papers, pens, poster, markers, post-it, worksheets and games as indicated.</p>
Learning methodologies	<p>Learners will use a variety of learning methodologies, including:</p> <ul style="list-style-type: none"> • Open discussions, interviews • Games, i.e. Bingo, board games • Activities geared towards developing strong group dynamics • Activities meant to activate pre-existing knowledge regarding the topic, i.e. A map of the EU to be drawn from memory. Learners will participate in individual and partner work, as well as in both small and large groups.

EUROPEAN CULTURE UNITS

UNIT 6	EUROPEAN UNIFICATION
Content	The unit focuses on the historical development process of the European Union, its current state and possible role as an inspiration for other parts of the world.
Objectives	Educators will be able to support the target group of migrants in reflecting and understanding the process and developments of the unification and the relevant achievements accomplished during the decades after World War II until today.
Time	3 hours
Advice for trainer	Be well-informed about the developmental focal points in EU history, in order to aid participants in the preparation of exercises. Remain up-to-date on current political events, so as to keep relevance in teaching material and exchange among participants.
Learning methodologies	Participants will be using a variety of learning methodologies, mainly through games such as Bingo, open discussions, group work, and intellectual activities.
Resources available	<p>Pictures soccer team</p> <p>Historical facts and dates on EU history: https://europa.eu/european-union/about-eu/history_en</p> <p>Examples on flag design: https://designden Haag.eu/symbols</p> <p>Poster "EU-History" (download German and English): http://www.bpb.de/shop/lernen/falter/148505/zeitleiste-die-europaeische-union</p>
Supporting material for teaching	<p>Warm-up: Picture of soccer team (see added material for copy right free picture)</p> <p>Exercise 2: "Europe-Bingo" – participants are asked to prepare list on European countries and respective capitals</p> <p>Exercise 3: Index cards with 5-7 important political events in European life</p> <p>Exercise 4: Poster "EU-History" (free download link under Bibliography)</p>

Index cards with important events in EU history for each decade in accordance to timeline on poster “EU-History”

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Warm-Up	Brainstorming: Write “European Union” on the board and asks: “What is a Union?” and show picture of a soccer team. Participants are creating a mind map on the flipchart/white board, which is then discussed.	5 Min	Picture of a Soccer Team
Activating pre-existing knowledge:	Individually participants draw a map of Europe from memory and put it on paper/flipchart	5 Min	blank piece of paper
Exercise 1	In partner work participants choose 15 European countries and write them with their capital on the drawn map of Europe.	15 Min	
Exercise 2	Knowledge on foreign countries is further tested by Bingo game. Teacher calls out country/capital – 4 correct in a row is a “bingo!” (can be played in small groups as well)	15 Min	“Africa-Bingo”
Discussion	Class discusses the two exercises: “What reasons can you imagine for problems with the map? Why were you unsure about certain parts? Why, or why not, did you have some problems with capitals?” On the basis of this experience reflect upon possible difficulties for the target group when playing these games with European countries and map.	15 Min	
Exercise 3	To visualise and reflect on historical timeline and events, teacher draws a time line on the board and explains 5-7 important political events in his/her life Individually: Participants draw their personal time line and write on index cards 5-7 historical and/or political events that influenced their life On front of the index card write the event, on the back write the month/year. The cards are collected. In groups of 3-4 participants form a circle: each group receives an equal amount of cards. Participant puts a starting card on the ground; each group puts a card before/after that card. If a group doubts a decision, they can turn the cards around and check the dates. The group with no cards wins.	20 Min	Index cards List with 5-7 political events
Exercise 4	Now place poster of “EU history” and according index cards with events of each decade on the board, participant takes cards with a certain decade and finds their group members with matching decade	50 Min	Poster of EU time line Cards with

EU	<p>In groups of 4-5: find the decade indicated on their cards, check important events on the poster, research on europa.eu about the event and put together a short presentation.</p> <p>On the basis of these exercises and results reflect within the group upon own knowledge of historical facts and figures concerning the development of the EU.</p>		event for each decade in accordance with EU timeline poster
Presentation	<p>Each group places their decade card on the time line on the board and give a presentation to the class about the event they have researched.</p> <p>Presentation can round off with an exchange in class on personal and historical events within EU history, new acquired facts and knowledge, possibilities for improvement in knowledge.</p>	25 Min	board
Exercise 5: Draw a new EU-Flag	<p>Partner work: Participant draw a new flag for the European Union</p> <p>As inspiration introduce the website: designden Haag.eu/symbols</p> <p>Have the flags and conclusion presented in class.</p>	10 Min	Paper, pens

UNIT 7	PROS AND CONS OF EUROPEAN UNION
Content	The target group will compare the state of Europe before and after the unification as well as discuss its benefits and disadvantages from different perspectives.
Objectives	Educators will be able to raise awareness for the state of Europe before and after World War II as well as for the current state of the EU, its pros and cons and in which ways these have an impact on the target groups daily life. Participants will be able to foster the exchange of different points-of-view. Participants become aware of their own knowledge but also about personal feelings and emotional involvement concerning topics revolving around the EU's impact on daily life.
Time	2-3 hours
Advice for trainer	Be aware of certain topics emotionally charged and be well-informed about the pros and cons on current debates within the European Union
Learning methodologies	Learners will learn using a variety of learning methodologies, such as open discussions, group work, and intellectual activities and the usage of games such as EU-Board game.
Resources available	<p>Pictures of European products</p> <p>Pictures of WWI and Öresund Bridge</p>

Supporting material for teaching	<p>Warm up: Pictures of European products (e.g. cheese from France, whiskey from Scotland, sausages from Poland Examples in training material section)</p> <p>Exercise 1: Handout Cocktail-Party – EU in daily life Design handout with following questions: “How do you encounter the EU in your daily life?” “Name three differences that exist between the countries of the EU.” “What do people argue about regarding the EU?” “What do the people of your country think about the EU?”</p> <p>Exercise 2: Picture “WWI” and “Öresond-Bridge” (copy right free example in added material) List of specific facts of life in European countries before and after unification (Example: Before: Each country had own currency and needed to change when travelling or trading After: Euro as shared currency – eases travelling and trading)</p> <p>Exercise 3: Interview or article needed with that reflects critically on pro and cons of the EU in daily life of citizens. (Topics reflected could be e.g. free trade, free passenger travel, free capital movement, shared responsibilities and laws.)</p> <p>Exercise 5: EU-Board game – material for board game to be developed in class</p> <p>Index cards Black/White-board Flipcharts Markers</p>
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UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Warm-Up	Show pictures of European products, e.g. cheese from France, whisky from Scotland, sausages from Poland etc. and asks: “How do you encounter the EU in your daily life?” Participant notes down examples on white board.	5 Min	Pictures of European products
Exercise 1 Cocktail-Party	Provide a hand-out with the questions: “How do you encounter the EU in your daily life? Name three differences that exist between the countries of the EU. What do people argue about regarding the EU? What do the people of your country think about the EU?” Participants walk through the classroom and choose a participant for each question.	25 Min	Hand-out “Cocktail-Party” with questions

	<p>Discussion in class on results – reflection on personal feelings and emotional aspects should help to become aware on personal point of view and also underlining emotions to be considered when working with target group. Emotionally charged aspects can also be part of input when working with migrants in order to reflect “felt realities” of the EU. Make sure to reflect these as being emotions not facts.</p>		
<p>Exercise 2</p> <p>The changes of the EU</p>	<p>The following exercises will focus on changes of the EU from countries being in war with each other towards a current unification.</p> <p>Place one picture of World War I and one picture of the EU Parliament on the board and writes “then” and “now” underneath and asks: “How has the EU changed?” Class discusses.</p> <p>Now place lists with facts on life before and after unification underneath and form 3 groups focusing either on the issues, “People”, “Economy”, or “Politics”.</p> <p>Groups shall write down their results on index cards and present them to the class.</p> <p>In form of partner interviews work on the following question: “Which decisions should not be made by the EU in the future, but rather by the individual countries?”</p> <p>To close this discussion focus on possible results when working with target group, taking into consideration results and arguments exchanged within the class.</p>	40 Min	<p>Pictures of WWI and EU Parliament</p> <p>List with facts of life in Europe before and after unification</p> <p>Index cards</p>
<p>Exercise 3</p> <p>Pros and Cons of the EU</p>	<p>The focus is now on pros and cons of the EU – own ideas on this topic are later discussed with focus on the target group’s view.</p> <p>In groups participants read the interview from a European citizen that moved from one European country to another to work and live. Groups give</p> <ol style="list-style-type: none"> examples for the 4 freedoms of the EU: free passenger traffic, free goods traffic, free trade in services and free capital movement and examples of pros and cons of the EU mentioned in the EU, which can be extended by the group <p>Results are presented in class, while one participant is asked to write on the board and discussed.</p> <p>Based on these findings exchange with participants about possible pros and cons from target groups point of view.</p>	25 Min	<p>Article or interview that reflects on life in EU</p>
<p>Exercise 4</p> <p>EU as good practice example &</p>	<p>Within group discussion based on the pro`s and con`s as well as current state of EU reflected so far – in which ways is the EU a good practice example on how to unify different parties of interest, in which ways not.</p>	20 Min	<p>Index cards</p>

Wishes to the EU	<p>Consider in how far the example of the EU can be used as a role model also for those regions migrants originally come from.</p> <p>Individually: Participants write down 3 wishes they have for the EU and share it with the class.</p>		
<p>Exercise 5</p> <p>EU-Board game</p>	<p>Based on the previous exercises participants note down on index cards questions they consider to be important in order to understand the EU and daily life in European states. Answers will be noted on the back of cards. Focus should be on common questions from personal but also target groups perspective.</p> <p>Participants play board game (e.g. Ludo) where squares are marked to answer question from index cards. If answered correct player remains, if incorrect has to go six squares back. They play and answer questions thereby repeating the material.</p>	20 – 30 Min	EU-Board game with questions

CLASSROOM MATERIALS FOR UNIT 6

Exercise Warm-up:

What is a Union?

Picture of soccer team



Exercise 2: Changes of Europe – towards unification



Picture of World War I and Öresund-Bridge





CLASSROOM MATERIALS FOR UNIT 7

Warm up Exercise:

Pictures of European products



MODULE TITLE	GENDER EQUALITY AND PREJUDICES		
<p>Content</p>	<p>This module consists of three units, focusing on equality issues and prejudices against women within family, daily life and at work.</p> <p>At the end of the module unit participants will understand prejudices towards the other sex (especially from men against women) and will be introduced to different cultural and social concepts of female/male gender as well as rights and opportunities and the concept of gender equality shared within the European Union in comparison to different other cultures and countries.</p>		
<p>Aims & Objectives</p>	<p>To sensitise participants about gender issues, such as equal rights and opportunities for men and women, roles and typical characteristics assigned to men and women introducing the idea of mutual respect.</p>		
<p>Units</p>	<p>Unit 8</p> <p>Understanding different cultural and social concepts of men and women, typical roles and characteristics assigned to them. Go to Unit</p>	<p>Unit 9</p> <p>Understanding what prejudice is. Removing prejudices against women Go to Unit</p>	<p>Unit 10</p> <p>Understanding the need to show respect to other colleagues and superiors at work, no matter the gender. Go to Unit</p>
<p>Time</p>	<p>6 hours</p>		
<p>Learners requirements</p>	<p>Learners are adult migrants and refugees of all ages (over 18 years old), countries and conditions. It is advised to use only male groups to deal with prejudices against women at Unit 2 or to work in pairs of the same sex.</p>		
<p>Learning outcomes</p>	<p>At the end of the training module participants will acquire the following:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) Know the historical background and facts on the development of equal rights for men and women in the EU. 2) Know multiple perspectives on the issue of gender, roles of men and woman within society within different regions of the EU. <p>Skills:</p> <ol style="list-style-type: none"> 1) Recognise gender equality in EU countries in theory and its impact experienced in daily life. 2) Use the proper approach to the target groups having different cultural backgrounds as much as originating from countries with different concepts on gender and female/male 		

	<p>roles within society.</p> <p>3) Support participants on dealing with multiple perspectives on gender and social roles and how to formulate arguments for and against.</p> <p>4) Learners will be able to do a self-reflection on their personal situation towards prejudices and respect between men and women.</p> <p>Competences:</p> <ol style="list-style-type: none"> 1) Learners will gain understanding of the different cultural and social concepts of man and women and in which ways these influence family and professional life realities. 2) Male learners will gain confidence when dealing with real life situations with women reducing the chances of conflict and facilitating their integration in a certain community. 3) Learners will gain confidence at work, reducing the chances of misunderstanding facilitating the successful integration with colleagues at work. 4) Learners will be able to formulate opinions based on different concepts concerning gender. Develop and be able to foster a communicative understanding towards opposing ideals and how to communicate when faced with confrontation.
Resources required	Laptop+ projector +Wi-Fi internet connection to show videos or short films, photos, cards, and other audio visual support to facilitate dialogue.
Learning methodologies	<p>Learners will work in small and bigger groups as well as in pairs.</p> <p>Case studies</p> <p>Open dialogue and group dynamics</p> <p>Role-playing</p> <p>Testimonials classroom</p>

GENDER UNITS

UNIT 8	GENDER EQUALITY IN EUROPE. ASPECTS AND CURRENT VIEWS
Content	This Module aims to help migrants and refugees gain an understanding of concepts of equal rights & opportunities between men and women in family and work life; the development of equal rights for women in European countries; the concept of modern fatherhood in European countries between ideal and reality; clichés of what is considered typical man and typical women.
Objectives	Awareness and understanding of concepts evolving around the above mentioned topics within European society, with special focus on comparison with concepts of other countries and cultures as well as the gap between ideal and reality of European concepts in daily life. Participants will be able to support understanding of gender concepts, role and clichés as basis for understanding family and work life as well as social roles of woman and men within European countries.
Time	2-3 hours
Advice for trainer	Participants should have an understanding of the gap between ideal and reality within different European countries concerning equal rights and chores as well as combinability of family and work for men and women. They should be updated on statistics material focusing on above mentioned topics on national and European level. Participants should have an understanding for concepts of gender and roles of men and women within the cultures of the target group they will work with.
Learning methodologies	Learners will work in small and bigger groups. Mixture of: Case study Open dialogue and group dynamics Testimonials classroom
Resources available	Table/cards: Development of equal rights for women within Europe Statements “Equal rights for men and women?” Pictures on fatherhood Cards “Good father activities” Case studie of Zara and Salim

Supporting material for teaching	<p>Warm up: Handout “Cocktail party – Typical female/male” – to note down clichés and characteristics considered typical men and women. (Handout to be prepared as described in Unit plan.)</p> <p>Table/Exercise1: Statistic on chores and responsibilities men/women in European country or pictures with roles/chores assigned. (Statistic provided for Germany / Pictures provided as example are copy right free). Handouts for use in other countries must be produced by trainers</p> <p>Table/Exercise 2 : Cards with dates and milestones on equal rights for women within Europe (Example cards are for Germany and need to be added to) Examples for use in other countries must be produced by trainers</p> <p>Table/Exercise 3: Example statement on equal rights from male and female perspective Case studies of Sara and Salim (Example statements are copy right free, can of course be adapted)</p> <p>Table/Exercise 4: Song featuring typical female/male attributes, characteristic, clichés (Example song for Germany: Herbert Grönemeyer “Männer” 1983)</p> <p>Table/Exercise 5: Pictures on “active fatherhood” (Example picture is copy right free) Cards with statistics on activities which are considered important for being a good father (Example given for German statistic) Examples for use in other countries must be produced by trainers</p>
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UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Warm up: Reflection on clichés and roles of men and women within daily life	Introduction to the topic roles and clichés of men and women through “Cocktail party” game: Participants walk through room, when called to stop they exchange with the person standing next 3 things they consider typical male/female. After a few rounds participants are asked to share what they have gathered. In the following 2 - 3 hours the topic of gender issues is worked on in the form of different related aspects to be introduced to participants through different methods.	10 Min	

<p>Table/Exercise 1</p> <p>Equal rights – equal chores?</p>	<p>The following exercises are arranged on a table each to be worked at in small groups for approximately 20-30 minutes. Changes of tables and exercises are announced by the teacher.</p> <p>For this participants are divided into groups.</p> <p>Participants are asked to note down what they think in general who is doing which chore within family life – who has which responsibility in daily life and/or how many minutes are spent per day (depending on which statistic is used)</p> <p>They are then presented with statistics from the respective European country,</p> <p>Statistics used could show:</p> <ul style="list-style-type: none"> - Who is washing the clothes/ dishes, who cook for the family, who is responsible for paying the bills etc.? <p>or provide figures on:</p> <ul style="list-style-type: none"> - Who is spending how much minutes per day cleaning the apartment, take care of the children, repairing the house etc. <p>Alternatively instead of statistics use pictures, caricatures or comics as basis for discussion.</p> <p>The group is asked to reflect on results and possible gaps between expected and actual figures.</p> <p>Provided with the following aspects</p> <p>Consider gap between ideal & reality</p> <p>Consider in how far things have changed from your grandparents times to present.</p> <p>They are asked to write down statements on flip chart/paper to be presented at final discussion.</p>	<p>25 Min</p>	<p>Flip chart/paper</p> <p>Statistic or pictures on chores and responsibilities men/women in European country</p>
<p>Table/Exercise 2</p> <p>Reflecting development of equal rights for women in European countries</p>	<p>Participants are asked to match Dates with Events that are important milestones of the development of equal rights for women in respective European countries (e.g. Spain, Italy, Germany, and Scotland) and place them in chronological order on a timeline.</p> <p>This can also be done with examples from two different European countries and then compared.</p> <p>Examples:</p> <p>Woman allowed to vote in Germany – 1918</p> <p>Woman allowed to vote in Italy – 1946</p> <p>Woman allowed to vote in Switzerland in 1971</p> <p>Groups are asked to reflect upon which aspects they think might be most surprising for target group and how to communicate.</p> <p>Focus should be on equal rights as a long way of small steps towards current state – and not yet accomplished</p>	<p>25 Min</p>	<p>Cards with Dates and Milestones on equal rights for women within Europe</p>

	in Europe as well.		
Table/Exercise 3 Equal rights men and women	<p>This exercise is meant to foster understanding for different views on equal rights and opportunities in work and family life.</p> <p>Participants are asked to write their own statement each on equal rights between men and women. The quotes should focus on male and female roles concerning the comparability of work and childcare as well as opportunities at work. (see example provided).</p> <p>Based on the case studies 1 and 2 each group is asked to write a statement for Sara and Salim – reflecting on what they possibly think about or hope for concerning equal rights for men and women.</p> <p>The participants are asked to compare and discuss the statements against they have written (personal and for Sara and Salim) the background of European realities and possible realities of other cultures and countries of possible target group.</p> <p>Note down statements for final discussion.</p>	20 Min	<p>Example statement equal rights</p> <p>Case studies 1 and 2</p> <p>Cards for own statements</p>
Table/Exercise 4 Reflection on male and female clichés – concepts of typical characteristics for men and women	<p>Participants listen to a song that features male or female clichés or what is considered typical characteristics of men and women.</p> <p>Participants are asked to write a song text or line about the opposite sex (if the song features man – write about women and vice versa)</p> <p>If the song originates back in time, participants are asked to reflect if certain aspects mentioned have changed today or stayed the same.</p> <p>German example: Was macht einem Mann Sum Mann? Grönemeyer (1983)</p> <p><i>Note: teachers will have to find an example from their own country if they wish to use this exercise.</i></p>	20 Min	<p>Song featuring typical male attributes, characteristic clichés</p> <p>Laptop or other to play music</p> <p>Paper/Cards</p>
Table/Exercise 5 Reflection on the role of man today	<p>Participants will be given a picture representing “active fatherhood” – fathers participating actively in raising their children. In the group they are asked to describe and interpret the pictures meaning.</p> <p>Participants are given cards with activities and asked to bring them in an order starting with those they consider most important in order to be a good father. On the back percentages are given from statistics.</p> <p>They are asked to collect words on poster or cards which present fatherhood for them.</p>	15-20 Min	<p>Picture presenting active fatherhood</p> <p>Cards with statistic on “activities of good</p>

			fathers”
	<p>Final presentation of result with all participants in big group. Results from different exercises are presented and discussed.</p> <p>Participants should focus on development of equal rights in Europe, also on those aspects where equal rights are not yet fulfilled. They should reflect on these concepts and realities of equal rights and social roles for men and woman bearing in mind those countries migrants originate from.</p>	30 Min	Collected results, notes, posters from participants from each exercise/table

UNIT 9	REMOVING PREJUDICES AGAINST WOMEN
Content	<p>Understand the way we judge people by appearance, and specially women by the way they look and dress.</p> <p>The aim is to foster understanding of prejudices against women and the way women are treated according to their look. The unit also deals with different ways men approach and deal with women. The unit also introduces the idea of equality by mutual respect.</p>
Objectives	Understanding what a prejudice is. Removing prejudices against women. Introducing the idea of respect to women and mutual respect.
Time	2 hours
Advice for trainer	<p>Trainers should approach this issue in a very subtle way as there are many taboo issues in this unit. This session is to take place only when the group is confident and feeling relaxed to show true feelings and beliefs.</p> <p>This unit is recommended for male learners groups. In case of use with mixed learners groups, work in pairs of the same gender; or teach two groups of same gender separately. Group final work can be for both sexes.</p> <p>The aim of this unit is not to put pressure on the learners but to make them think. There are very strong differences between European standards and other countries on gender issues, so the session must be since the beginning an exercise to think.</p>
Learning methodologies	<p>Learners will work in pairs and then in a classroom group.</p> <p>Use of handouts and case studies to stimulate thought and dialogue.</p>
Resources available	<p>Printed photo cards and You tube Videos.</p> <p>Whiteboard.</p>
Supporting material for teaching	<p>Photos</p> <p>You tube videos</p> <p>PowerPoint statistics</p>

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Exercise 1	<p>Learners work in pairs with a collection of 3-4 women’s photos. They are dressed in different ways and look very different. The look might influence in the way these women are judged.</p> <p>Photos will be numbered so that the opinions can be given for photo 1, photo 2 and photo 3 etc.</p> <p>What do you think of them? Who do you think they are? Would you like to talk to them? How would you address them?</p> <p>They discuss in pairs and write the answers on the cards. All answers are stuck on a Whiteboard or on the wall with “blue tack” or similar.</p> <p>The trainer reads them and encourages discussion and comments on each opinion. The trainer will ask what made them think of these opinions.</p> <p>At the end of the session the trainer must introduce the concept of what a prejudice is and that we can’t judge people by their look only, especially that it is not OK that women that are judged differently depending on the way they look.</p>	40” 10 minutes work in pairs + 30 minutes classroom work	<p>White board/flip chart marker pens</p> <p>Printed photos or projected photos, in this case a projector and a screen will be needed</p> <p>Cards to write in different colours</p> <p>Blue tack or similar to stick the cards</p>
<p>Exercise 2</p> <p>Do women love compliments? Why women reject men? No means no</p>	<p>The session starts with a male you tuber giving advice on how to behave with women’s compliments. It is seen that it is a tricky question. Do women love compliments? Yes, but due to different cultural background and language barrier it can be a very risky issue.</p> <p>https://www.youtube.com/watch?v=oDo5S2Xp6fQ</p> <p>Learners work in pairs: one is the man complimenting and the other is the woman that is complimented.</p> <p>It is intended to be a funny exercise to prove how difficult and tricky it can be. Men role playing as women can show their attitudes towards women and also better understand how it feels as women being complimented in different ways.</p> <p>Then a video on real opinions of women in the street about why women reject men is projected:</p>	30-40 minutes depending if dialogue is working or not	<p>Internet connection Screen Projector Speakers</p>

	https://www.youtube.com/watch?v=qSbEOIXSb8g After this video dialogue will be encouraged and open to the group. Last part will be the trailer of “No means no campaign” in Kenya, against rape. No means no. Just to show what is the most extreme effect of not respecting women. https://www.nomeansnoworldwide.org		
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UNIT 10	GENDER STEREOTYPES AT WORK
Content	<p>Understanding equality at work.</p> <p>The aim is to foster understanding of etiquette at work, respecting the positions and hierachy that is independent to the gender. The unit also deals with different situations that might happen at work in a business environment; the difficulties in human relationships at workplace.</p>
Objectives	Understanding the respect to other colleagues and superiors at work, no matter the gender. How to behave at work with female-male colleagues, superiors and team members.
Time	2 hours
Advice for trainer	Trainers have to approach this issue taking into account that there are very strong differences between European etiquette and culture and other countries on gender issues and business culture. The lesson focusses on a typical European company situation so that learners can better prevent conflicts at work due to misunderstandings. With the permission of your learners you can film the roleplaying dynamic. After filming, the entire group can watch the film and think and comment on the outcomes.
Learning methodologies	<p>Learners will work in pairs and then in a large group.</p> <p>Use of handouts to be used in roleplaying and to trigger discussion and dialogue.</p> <p>Role Play</p>
Resources available	<p>Printed photos cards.</p> <p>Role playing role cards.</p> <p>Whiteboard.</p>
Supporting material for teaching	Photos and cards.

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment

<p>Exercise 1</p> <p>Some statistics of the role of women at labour market</p>	<p>% of women with University degree in the country. % of women in top management at companies % of male and female decision makers % of male and female doctors and nurses % of male and female engineers % of male and female teachers Trainer shows the figures in a power point (one figure per slide). Then show that equality of gender is a work in progress still in Europe and that it is a very sensitive issue for policy makers and that gender discrimination at companies can be punished by law.</p>	<p>30 minutes</p>	<p>Power point on the statistics for which ever country the training is taking place in. Trainers will have to research this in advance</p>
<p>Exercise 2</p>	<p>Stereotypes at work. There is a game to be played in pairs or in small groups: There are 5 people working in an office. Learners are given 5 cards with positions: The General Manager The Department Manager The IT specialist The Receptionist The person that cleans the office Learners are given 5 cards with names: Peter Martha Joseph Liza Ahmed Learners are given five cards with photographs</p> <p>Teams must pair the photo with the name and then the position. Each team must appoint a representative that will explain the result and explain why they have guessed so, to the rest of the group. The teacher will note each group conclusions and will introduce all characters and their actual roles by means of a PowerPoint. There is an open dialogue on the stereotypes of men and women and also with stereotypes of people with migrant background.</p>	<p>60” 30 minutes work in pairs + 30 minutes classroom work</p>	<p>White board/flip chart marker pens Printed photos or projected photos, in this case a projector and a screen will be needed Cards to write in different colours Blue tack or similar to stick the cards</p>
<p>Exercise 3 “At workplace” Roleplaying</p>	<p>Cards will be delivered in a random way to participants, no matter whether male and female. They will perform the role that is already written (short description of character and objectives). One can be the boss; others can be colleagues’ part of a team.</p> <p>The trainer must encourage a “casual” and informal atmosphere so that learners can “remove” barriers and</p>	<p>60 minutes 20 dialogue writing in pairs 30 to</p>	<p>Printed cards with roles and situations. Whiteboard for writing conclusions and remarks</p>

	<p>work well together.</p> <p>Learners perform in pairs before the others so that they all can see their reactions.</p> <p>The participants are asked about how they felt in their role.</p> <p>The trainer summarises the conclusions of the game:</p> <ul style="list-style-type: none"> - How difficult relationships at work can be. - How different the personal motivations of each person can be and how they influence the workplace. - If we add gender or/and race discrimination how complex these relations can be. - If we add miscommunication due to language barriers how complex these relations can be. 	<p>“perform” before the group</p> <p>10 minutes for conclusions</p>	
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CLASSROOM MATERIALS FOR UNIT 8

Table/Exercise 2: Development of equal rights for women within Europe

Example cards with dates and milestones on equal rights for women in Germany. Teachers are asked to add and prepare own cards accordingly.

<p>Women allowed to vote in Germany</p>	<p>1918</p>

<p>Women allowed to open own bank account in BRD</p> <p>(Federal Republic of Germany FRG)</p>	<p>1962</p>
<p>Women allowed to work without asking husband in BRD (Federal Republic of Germany FRG)</p>	<p>1977</p>
<p>Job advertisement needs to address both, men and women, not only men.</p>	<p>1994</p>
<p>Equal pay for equal work is mandatory</p>	<p>1980</p>

Exercise 3: “Equal rights for men and women?” Statements

Example statement on equal rights from male and female perspective are copy right free, can of course be adapted or prepared with examples from class and/or target group)

Additionally needed are the two case studies of Sara and Salim.

My husband and I have divided chores and work equally – we both work and earn money and share housework and taking care of our children. Nevertheless I realised that, even though we actively decided to share, our time spent with the housework and children is not equally divided. I am still doing much more at home and with the children then he does – even though we work the same hours.

Nadine, age 34.

I want to share workload and childcare on equal terms with my partner and I think we are doing a good job at it. But I still think that there are certain situations were a child needs the mother, especially during the first years. Also I earn more money in my job and therefor it is more convenient that I work more hours and my wife spent more time at home with the child.

Marcel, 35

Table/Exercise 5:

Pictures on fatherhood & “Good father activities – cards”



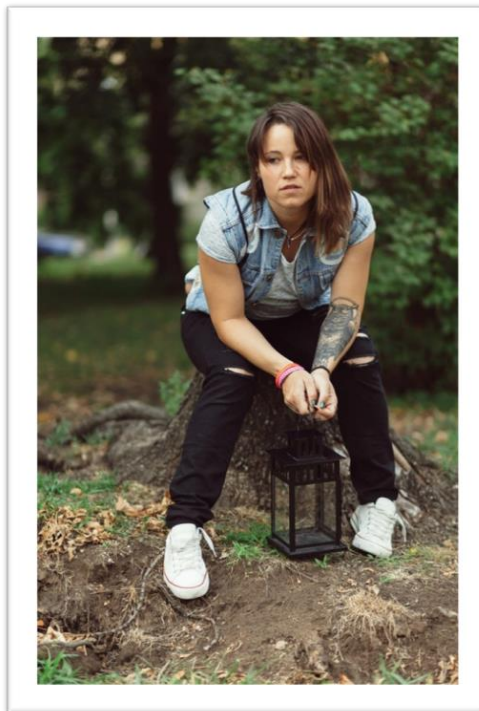
<p>Shows interest in school achievements of his children</p>	<p>89 %</p>
<p>Spent as much time as possible with his children</p>	<p>81 %</p>
<p>Assures his family's wellbeing by earning enough money</p>	<p>61 %</p>
<p>Feeds his baby and changes diapers</p>	<p>56 %</p>
<p>Accompanies children to doctors' appointments</p>	

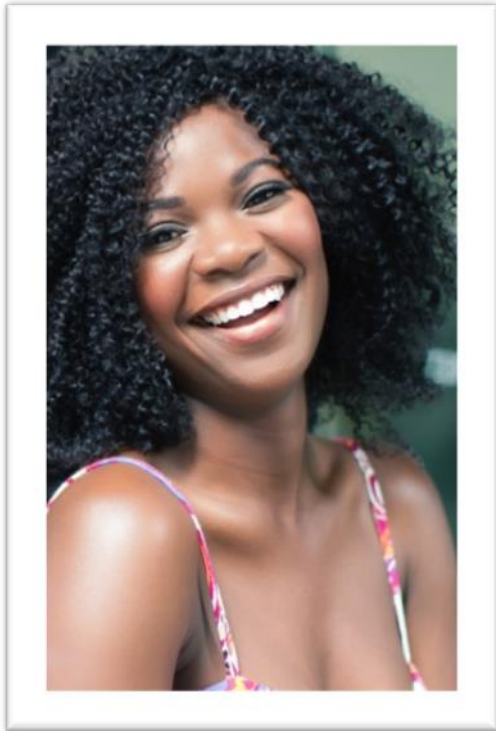
<p>as much as the mother and buys clothes on regular basis</p>	<p>41 %</p>
<p>Brings his children to kindergarten regularly</p>	<p>36 %</p>

Statistic aus Meinungen und Einstellungen der Väter in Deutschland“ aus: Forsa Gesellschaft für SoSialforschung und statistische Analyse mbH 2013. Note: *If possible try to find similar statistics for your own country*

TRAINING MATERIALS (PHOTOS) UNIT 9







CLASSROOM MATERIALS UNIT 10

Exercise 1: EXPORTS, LTD



MARTHA- GENERAL MANAGER-



LIZA-DEPARTMENT MANAGER-



PETER- RECEPTIONIST-



AHMED -IT SPECIALIST-



JOSEPH – CLEANING THE OFFICES-

Exercise 2

MARTHA

Martha is very anxious as tomorrow is likely to be closing a deal that will be key for the company's future. It is now or never...

Martha asks Liza to make sure everything will be perfect tomorrow. She threatens Liza that she won't accept any failure from her.

PETER

Peter is studying in the evenings and he is not really motivated or interested in this part time job, he only needs some money to pay University expenses.

Peter thinks Liza is a very tiresome and unpleasant person.

LIZA

Liza is complaining to herself that she always has to do the hard work at the company, but she doesn't complain to Martha...The boss is the boss...And now her mood is not very good...

Liza is worried because she knows there is a problem with the cleaning as Joseph forgot to clean the main entrance last week and it looks very dirty. She must urge him to finish all his duties today.

Liza is worried because Ahmed comes quite late to work in the mornings, but even though there is a flexitime company policy, tomorrow is a very special day and she must request he is early tomorrow just in case he is needed during the general management meeting with the important clients.

Liza would like to insist on Peter smiling and being diligent tomorrow when assisting the important clients. Peter tends to be slow doing his job.

AHMED

Ahmed's labour contract says he is IT programmer and he believes he is not at the company to give low qualification IT support during meetings. He feels his job could be better praised. He is very disappointed as he has never been congratulated no matter the successful results he has achieved for the company.

JOSEPH

Joseph is tired of receiving a negative answer to his pay raise requests and has conducted several misconduct at work in order to attract attention to his salary problem. He always complains about everything





MODULE TITLE	LABOUR GUIDANCE AND DIVERSITY		
Content	<p>The analysis of the European professional counselling system(s), even when tailored for migrants, has highlighted a number of weak points when it comes to the valorisation of the European workplace culture. This creates difficult consequences in terms of workplace integration.</p> <p>This Module aims to help professional counsellors who will be supporting migrants gain an understanding of the difference between the newly arrived migrants' starting behaviours in the workplace, and the requirements of a working context which is – also from a cultural point of view – is different from that of their country of origin. The Module will thus seek to provide teachers with tools suitable for an effective transmission of values and cultural elements typical of a European labour context to the job seekers, always bearing in mind the importance of a reflective methodology, aimed at matching the two points of view and avoid paternalistic or racist approaches. The action is based on the idea that the fact of raising the awareness of job seekers on the importance of these elements will help them undergo a more effective process of job seeking and workplace integration.</p>		
Aims & Objectives	<p>The Module aims to:</p> <ul style="list-style-type: none"> - Transmit the concept of European Workplace Culture and its importance; - Help to develop competences, also transversal, suitable for the transmission of values, cultural and social elements which are crucial for the professional integration of third country nationals in a European country's working context; - Provide tools and methodologies for an effective transmission of these values to the job seekers. 		
Units	UNIT 11 Effective job search Go to Unit	UNIT 12 Awareness raising on diversity approach Go to Unit	UNIT 13 Learn to match different cultural contexts Go to Unit
Time	2 hours	2 hours	2 hours

	TOT.: 6 hours
Learners requirements	Learners are migrants and refugees. Trainers are educators, social workers, mediators, case workers and other professionals dealing with migrants and refugees.
Learning outcomes	<p>At the end of the training module the learner shall acquire the following:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) Know and recognise the barriers to cultural integration at workplace <p>Skills:</p> <ol style="list-style-type: none"> 1) Recognise both distances and bridges between the cultural background of the migrants and the European workplaces' requirements <p>Competences:</p> <ol style="list-style-type: none"> 1) Develop ways to recognise and remove barriers and prejudices to cultural integration at workplace
Resources required	Wireless Internet connection, PC, Projector, flip-chart, PowerPoint, notes, chairs, papers, pens, post-it, markers
Learning methodologies	<p>Group work supported by visual tools</p> <p>Workshops</p> <p>Autobiographical methodologies</p> <p>Games (e.g. Quizzes; Role play)</p> <p>Case studies</p>

LABOUR GUIDANCE UNITS

UNIT 11	FOR AN EFFECTIVE JOB SEARCH
Content	This Unit aims to transmit the operator/counsellor knowledge and competences needed to raise the awareness of the job seeker on the importance of cultural and social elements as well as of a proactive attitude during the process of job seeking, the main steps and actions. In addition, the activities proposed have the objective to raise the awareness of the job seekers regarding the importance of the CV as a key element during the job search process. The actions included in the Unit are also focused on the use of appropriate terminology and conceptual categories.
Objectives	To understand the importance of a proactive attitude and of the job seeking process' key elements, including the CV. With this aim, the operator/counsellor will be capable to provide job seekers with the tools and methods needed for the preparation of an effective CV. At the end of the Unit, operators will promote autonomy and proactivity of the job seekers.
Time	2 hours
Advice for trainer	It is fundamental to transmit to participants the necessary information to job seekers and to be able to have a proactive attitude. It is fundamental to show to learners the importance of an effective and tailored CV.
Learning methodologies	The participants will be involved both in group and individual works, focused on and supported by the content of examples as well as other graphic and descriptive materials.
Resources available	Role play Use of handouts and examples PowerPoint
Supporting material for teaching	- Illustrated leaflet with main steps to undergo the job seeking process - Assessment sheets - Instruction for simulation games - CV

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
Basic information to pass to job seeker	- Participants will be asked to answer a quiz on fundamental steps of the job seeking process	0.15 min	Paper Pens
Raise motivational competencies of job seeker	- Participants will be asked to simulate a job interview - After the interview, participants will be asked to draft an Action Plan describing what kind of support they could need (which type of info seem suitable)	0.30 min	Power point Internet connection Pens White board/flip

			chart
Learn through good practices and case studies	A HR Manager interview, explaining what kind of behavioural attitude he/she appreciates in a candidate - Follow up: participants will exchange together about the interview	0.30 min	Projector
To raise awareness on the importance of a focused and tailored CV	- Split the class into 3 groups. The groups will receive information regarding a vacancy open in a specific sector and will be asked to list which competences and skills they judge as required for that profile (listing also transversal and informal ones) - Secondly, the trainers will show the second part of the Vacancy Announcement, in order to show competencies and skills required for the vacancy - Follow up: the entire class will then exchange about the above mentioned activity	0.30 min	CV Access to internet Pens White board/flip chart
To develop participant's awareness on the importance of different competencies, skills, strengths and weak points, according to different job profiles	- Every participant will receive the profile of a potential job seeker. According to the information showed, they will have to prepare a CV for two different vacancies - Participants will exchange together about the outlined CVs	0,15 min	Pens White board/flip chart

UNIT 12	AWARNESS RAISING ON DIVERSITY APPROACH
Content	Through a Team Game and group discussion the aim is to raise sensitiveness of operators regarding the need of considering cultural, social and religious peculiarities while designing an orientation process for migrant workers within the national working context. Indeed, such differences might represent an obstacle towards smooth integration and a comfortable permanence in a foreign working context.
Objectives	The objective of the Unit is to raise the awareness of operators on how social/cultural/religious differences could represent an obstacle for integration in national workplaces and how to support migrant workers and employers in the management of this crucial issue. Operators should learn how to identify discriminatory behaviours so to be able to avoid them during counselling sessions.
Time	2 hours
Advice for trainer	It is important for operators to be prepared to understand cultural and religious rules and features so to tailor their proposal considering the job seekers' peculiarities. It is important to create an adequate atmosphere so that the Team Game is effective and realistic. It is important to present real cases of cultural and religious rules.
Learning methodologies	- Use of case studies allowing operators to better understand the issues related to cultural and religious rules and differences - Use of Team Game In order to present concrete cases and work on concrete solutions and identify and define attitudes and behaviour which can be perceived as discriminatory by the user
Resources available	Material for the Team Game
Supporting material for teaching	Team game material

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
To experiment concretely which kind of difficulties could be faced by a migrant worker in relation to its own culture and religion	The group will be divided in 2 teams and they will be asked to answer a list of quiz	1 h	- Team game description - Quiz cards - Paper and pens
To share consideration and	Exchange among the group on results of the game	1 h	- Flipchart

<p>evaluation in group and to collect feedbacks and suggestions on how to better support migrant job seekers</p>			<p>- Paper - Pens</p>
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UNIT 13	LEARN TO MATCH DIFFERENT CULTURAL CONTEXTS
Content	The Unit transfers to the operators the best tools and techniques that will support him/her to acquire the best knowledge about the cultural and social contexts of origin of users. In that way the operator will be able to manage a matching between the original context and the hosting environment. This approach will foster better knowledge of his/her own cultural background will allow, on one hand, leverage on common aspects of different cultures, or to define particular limits and/or inconsistencies that could affect an effective job search. This work will also have a positive outcome even towards the requested working position searched/obtained by the user. A mutual understanding operator/user of the different cultural contexts (departure/arrival) will surely reduce the risk of "culture shock" focusing the users on the path and on the common aspects instead of the differences.
Objectives	The objective of this Unit is to develop skills that will allow counsellors to recognise and understand the users' original context in order to develop an orientation path focusing on cultural and social specificities, considered as facilitator elements instead as obstacles to access the labour world. The operator must develop an attitude that puts the user in the condition to feel welcomed and a precious resource for the hosting environment, avoiding to plump negativity perceived by the user at his/her first impact with the hosting society and therefore his/her leakage of an active job search channel.
Time	2 hour
Advice for trainer	<ul style="list-style-type: none"> - Attention not to fall into stereotypes and discriminations - Favour and enhance a multicultural and inclusive approach - Favour the participation of other professionals like mediators and/or psychologists in order to better define the user's profile
Learning methodologies	<ul style="list-style-type: none"> - Use of autobiographical methodologies in order to favour the emergence of cultural specificities, by one side, and of the personal aspirations on the other, in order to better manage the user's orientation; - Use of case studies allowing operators to better understand the process trough presentation of good practice - Participation of migrant workers already integrated in the working context so that they can present their personal experience, underling the positive and negative aspects to be taken as example for the contact with new users.
Resources available	<ul style="list-style-type: none"> - User cards - good practice fiche
Supporting material for teaching	<ul style="list-style-type: none"> - User cards - good practice fiche

UNIT PLAN AND SCHEDULING			
Aim	Method	Time	Equipment
To acquire the necessary skills in order to promote an inclusive approach	<ul style="list-style-type: none"> - Present to the class concrete examples and success stories about inclusive approach in the European workplace - Where possible, invite an operator working in the first welcome sector, or a migrant that thanks to an inclusive approach managed to obtain a work, to present their experiences - Open discussion 	1 h	- Papers and pens
To learn how to build an effective orientation activity	<ul style="list-style-type: none"> - at the end of the activities ask participants to write their notes on post-it and to stick them on the collective poster - finally, start a group discussion in order to find out the best practice presented to help developing an efficient and effective orientation activity in favour of migrants 	1 h	<ul style="list-style-type: none"> - papers and pens - post-it - colours - 1 poster

TRAINING MATERIALS UNIT 11

QUIZZ: Steps of the job seeking process

The aim of this activity is to make the learner focus on which are the key steps of a job seeking process, to be able to put in action an effective and proactive research for job.

The questions of the quiz will make the participant reflect on the specific steps that a migrant should do in this process.

At the end of the quiz, participants will discuss together the answers they gave. In particular, trainer will be asked to reflect whether their answer would be different if dealing with a migrant or a national citizen.

QUESTION 1

What a migrant should do when starting to look for a job? Put the following steps in the correct order:

- Go to the Employment Centre
- Get information on the industries of the region
- Write a CV
- Have all documents and study title translated into the host language

- Read the vacancy announcement on the web site of the Employment Centre

QUESTION 2

What is most important when seeking a job? Please give a score (1 less important; 5 more important) to the following:

- Word of mouth among friends and relatives
- Adapt your CV according to each different vacancy
- Research the company where you are applying
- Go frequently to the Employment Centre
- Check emails regularly and always answer your mobile
- be informed about the rules of conduct in the job
- Make a simulation before going to the interview
- be prepared to list all transversal competencies acquired all life long

QUESTION 3

What do you think an interviewer appreciates the most when they first meet a job seeker?

What is the most common mistake a job seeker makes when going for an interview?

QUESTION 4

What in your opinion is essential for migrants looking for a job in host country? Please choose only one item:

- Have a First Level Diploma in the language of the hosting country
- Know the main religious rules of the hosting country
- having social networks profiles (Facebook, twitter, LinkedIn...)
- be prepared to change your own social and cultural habits

INTERVIEW WITH AN HR PROFESSIONAL

The aim of this interview is to collect the point of view and suggestion of an HR professional responsible for interviewing a jobseeker.

It is important to make him/her highlight the following items:

- Which is the behaviour which is expected , that show a real proactive attitude and a real interest in getting the job
- Which are the transversal attitudes and characteristics , regardless the specific skills and competencies required for the job
- Which are the basic elements of the “culture at workplace” of the hosting country that should be absorbed by the migrant job seeker

The answers provided by the HR, will give the operator participating into the training, tips and suggestions for jobseekers

Interview script

- When you interview a job seeker, what is the first thing you notice?
- Regardless of the specific skills and competences required by a job vacancy, which are, in your opinión, the correct attitude to be showed during an interview?
- Which attitudes/behaviours will make you say “ I will never hire this person”
- Which cultural and social elements identify, in your opinion, the local labour market? Which are the basic cultural and social “rules” that characterise it?
- Which of them are essential to guarantee a smooth and successful integration into the local labour context?
- In your opinion, which social, cultural, religious elements of a potential migrant job seeker could cause problems in the workplace?

Exercise: Identify Skills and competencies

The aim of the activity is to develop a job seeker to identify transversal and informal competences.

In case of a low skilled jobseeker, it is very important to be able to identify competencies, which can be used in the labour market, and to be able to support job seekers in the identification of personal competencies, which he/her may not be aware of.

A vacancy will be submitted to participants and they will have to list all kind of competences (formal, informal and transversal competencies), which may be related to that profile/ profession.

The participants will discuss and prepare a list, divided in 3 groups.

JOB VACANCY

Part- time receptionist in a kindergarden

The receptionist will be responsible for :

Welcoming the children and their parents

Providing information and answering telephone requests

Providing support to teachers and Janitors in the implementation of daily activities

Unit 11: Activity “Create the perfect CV”

The aim of the activity is to focus the attention of the trainer on the importance of writing “the right CV for the right vacancy”.

Through a practical simulation exercise, the learner will acquire some new skills useful to transmit to jobseekers the capability to tailor the CV to each different vacancy. The idea at the basis of this activity is that the jobseeker should understand that it is important to modify his/her own CV according to competencies, skills and capabilities required by the vacancy. A standard CV does not fit every vacancy.

This exercise will be developed by each participant on their own and then each participant will read the CV to the class. The group will then discuss weakness and strength of each CV.

In the end participants will write a final CV including all contribution and suggestions

The job seeker - Sara

Sara is a 35 years old woman from Ethiopia She is a migrant who has come to join her husband Salim bringing her two boys aged 10 and 6.

She has 2 children but she supported the family of her 6 brothers and sisters when she was growing up

She helped as a shop assistant in her brother's grocery

She speaks a little English, Spanish and German

She wishes to undergo a training programme as a secretary to be able to help her husband who wishes to open a car repair business.

The Vacancy

JOB VACANCY

Part time receptionist in a kindergaden

The receptionist will be responsible for :

Welcoming the children and their parents

Providing information and answering telephone requests

Providing support to teachers and janitors in the implementation of daily activities

ROLE PLAY- simulation of a job interview

A **role-playing game** is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a given narrative frame. Actions taken within role play games follow a formal system of rules and guidelines.

In this case through the Role Play, participants will simulate a job interview. One job seeker and one interviewer.

Participants will test their abilities, will learn from concrete experience and will have to discuss and exchange tips, suggestions and doubts.

How to Implement the Role Play:

The trainer will describe the activity and its aims and will ask participants to choose who will take part in the role play. It is important that participants feel comfortable to make the role play realistic and smooth.

During the role play the trainer should hold back and observe the learning, the interactions and the development of the action. In this way trainer can be sure that the intervention is not crushing the simulation.

After the end of the simulation, the 2 participants playing roles will have to fill a given list of questions to analyse what happened during the simulation, how they felt, how worked the interaction etc.

In the end, the entire group will share their answers and discuss together of what has happened during the simulation. The group will have to prepare a list of “5 TIPS FOR AN EFFECTIVE INTERVIEW” taking inspiration from the role play and the debate.

Description of the Role Play

2 participants: 1 will play the role of the migrant job seeker; 1 will play the role of the operator of job centre. Only the job seeker will have a given “role description” to follow. The operator will be free to act, as he/her prefers.

The other participants will assist and observe taking notes following a given list of hints.

DESCRIPTION OF THE Participant’s ROLES

Participant 1- Job seeker DESCRIPTION OF THE PROFILE

Your name is Sheeraz and you arrived from Pakistan 2 years ago. In these 2 years you worked at the market, undeclared, but you are now looking for a declared job because you need a loan to buy a car.

In Pakistan you had a stand in the local market and you also worked as tailor. Somebody told you to go to the recruitment office, but you think it is useless.

You don't have a CV

You need to earn as much as possible to buy the car and you make comparison with the previous salary, which was with no taxes.

You would never do a “female” job.

Participant 2- job counsellor QUESTIONS

- Which of the following best describes your reaction to the job seeker attitude?
 - Irritation
 - Impatience
 - Solidarity
 - Co operation
- Which is the first word that comes to your mind to define the job seeker?
- Which was in your opinion the main strong point and the main weakness of the job seeker?
- If you had another opportunity to interview *Sheeraz* what would you change in your action?

Participant 1- job seeker QUESTIONS

- Which of the following, in your opinion, best describes the job counsellor's attitude?
 - Irritation
 - Impatience
 - Solidarity
 - Co-operation
- Which is the first word that comes to your mind to define the job counsellor?
- Which was in your opinion the main strong point and the main weakness of the job counsellor?

Other Participants QUESTIONS

- Which of the following, in your opinion, best describes the job counsellor attitude?
 - Irritation
 - Impatience
 - Solidarity
 - Co-operation
- Which was in your opinion the main strong point and the main weakness of the job seeker?
- Which was in your opinion the main strong point and the main weakness of the job counsellor?
- Which is the first word that comes to your mind to define the job seeker?

- What would you have done differently?

Materials unit 12 Exercise: Team game – Testing the limits

Objective: the aim of this activity consists in querying participants about a series of approaches and attitudes which might hinder effective integration of migrants and refugees in European workplaces. This activity will raise the awareness of participants about the effects of certain unintentional behaviours in discriminatory terms.

Answering the quiz participants will be more concentrated on the game and will probably answer instinctively instead on trying to give a “politically correct” answer. So it will be interesting to analyse and work together on participants non intentional and internalised discriminatory attitudes.

It is important that participants focus on the indirect and non intentional discriminatory behaviour to be better prepared to get into a respectful relation with the job seeker.

Development: Participants will be divided into 2 teams and invited to take part in a Team game consisting in a series of quizzes aimed at identifying the correct behaviours for a respectful, non-discriminatory and truly inclusive orientation process.

The trainer will present the contents/quizzes listed below, one by one, to the teams, and will mark the answer given by each team.

At the end of the game participants will discuss the different solutions provided and work together to identify the correct /most respectful answer proposed or will suggest alternative solutions.

Content:

- Abdel is Muslim. He would like to apply for a vacancy in a restaurant but the working conditions do not seem compatible with his religious requirements (Ramadan prescriptions). How can you help him?
 - a. You can suggest he finds an agreement with the employer in order to schedule an unpaid holiday leave during that period so to avoid any risk of decreased productivity.
 - b. You can suggest he finds an agreement with the employer for some extra unpaid hours to compensate the decreased productivity of the Ramadan days.
- Alpha is Muslim. The employer doesn't want to allow him to quit the workplace to pray. How can you help him?
 - a. You can suggest he finds an agreement with the employer and suggests he uses the lunch break for this, reducing the time he has to eat.

- b. You can suggest he finds an agreement with the employer proposing to not be paid during the prayer time.
- Enika is an Indian girl who applied for a post in a factory but she is very uncomfortable because she has to use the only toilet available in her sector, which is a mixed one. How can you help her?
- a. You can suggest she uses the toilet in the bar in front of the factory.
- b. You can suggest she accepts the current solution without presenting any complaint to the supervisors.

MATERIALS UNIT 13 ACTIVITY: Use of autobiographical methodologies for professional counselling

The aim of this objective is to transfer participant's knowledge and competences on autobiographical methods and their use in professional counselling as a tool to facilitate migrants' identification of their own competences, capabilities, inspirations and expectations.

To reach this objective an innovative tool, representing a good practice in the European contest, will be illustrated to participants.

Participants will have the opportunity to analyse and test it and to acquire competencies in the field of Autobiographical methodologies.

This exercise is based on a new innovative tool for self-assessment of the entrepreneurial skills of young migrants with low education attainment which will be presented to participants.

This platform, implemented by the YouMe European Project will enable a mapping of the skills, experiences and aspirations of young migrants. It will identify those who have the potential for, and an interest in self-employment. <https://youme-project.eu>

This check-up will not only look at formal qualifications and at skills that can be proved: it will also assess skills that migrants may have acquired informally, and experiences that they may have had in their countries of origin.

The teacher will illustrate to participants the platform, its practical operation; will give them some tips on how to use it with migrant's job seeker.

Participants will test the platform by using it to assess their own skills to better understand how it can be used by migrant job seekers and how it can be useful to them.

The tool will be available free on line so trainer will have access to it in the future and will be able to use it as a practical tool in their daily job. <https://youme-project.eu/project>.

ANNEX 1

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http://cadmus.eui.eu/bitstream/handle/1814/43505/Study_fromRefugeesToWorkers_2016_Vol_2.pdf?sequence=1&isAllowed=y

“Is what we hear about migration really true? Questioning eight stereotypes”. Migration Policy Centre.2014

http://cadmus.eui.eu/bitstream/handle/1814/31731/MPC_2014_FARGUES.pdf?sequence=1&isAllowed=y

COLLECTION OF BEST PRACTICES

Matemù- CIES (IT)

Is a NGO and welcome centre which offers young migrants different kind of service , among which a training service and a job counselling service to work in the Horeca sector.

<http://www.cies.it/sofel>

IQ network (Integration through qualification)(DE)

<http://www.netSwerk-iq.de/network-iq-start-page/publications/iq-good-practice.html>



Ankommen App (DE)

The Ankommen App has been developed by the Ministry of Migration and Refugees, the Federal Employment Agency, Goethe Institut Germany & Bavarian Broadcast station in 2016.

It is meant as an orientation guide for the first weeks after arrival in Germany and to ease integration. Covered topics are Living in Germany, Learn German, Asylum & Apprenticeship & Jobs.

<https://ankommenapp.de/?lang=en>

The Federal Agency for Civic Education - Bundeszentrale für politische Bildung (DE)

developed teaching material for young adults covering topics revolving around exclusion and integration. Material (only available in German) offers six teaching modules with material to foster discussions, develop opinions and arguments, seeking for solutions.

<http://www.bpb.de/lernen/grafstat/projekt-integration/134617/materialien-fuer-den-unterricht>

lehrer-online (Teachers online) (DE)

Is an Online platform presenting, amongst others, teaching material covering thematic areas such as work place realities, using media, daily life. <https://www.lehrer-online.de/fokusthemen/>

PASCH - Schulen: Partner der Zukunft (PASCH Schools of the future) (DE)

Offering teaching material in German covering topics e.g. music, culture and trends, history and politics – some of these material focusing especially on culture and political system of the European Union.

PASCH is an initiative of the Federal Foreign Office (Auswärtigen Amtes), in cooperation e.g. with the Goethe Institut, German Academic Exchange Service, Deutschen Akademischen Austauschdienst (DAAD) and the Pädagogischen Austauschdienst (PAD) der Kultusministerkonferenz.

<http://www.pasch-net.de/de/pas/cls/leh/unt.html>

Das Deutschlandlabor – the German Laboratory (DE)

Short video clips try to give insides into “Who are the Germans? And how do they live?” covering topics such as e.g. Music, Migration, Beer or Mentality.

This clips and additional material is presented online by the radio broadcast Deutsche Welle.

<http://www.dw.com/de/deutsch-lernen/das-deutschlandlabor/s-32379>

Online teaching material is available from most publication in the area of teaching German as foreign language and those being used within Integration courses in Germany, e.g. Cornelsen – covering besides topics related to living and working Germany, also topics related to the European Union as work place and cultural background (DE).

<http://www.cornelsen.de/erw/1.c.3550830.de>

Open the door for Europe (EU)

Open the door for Europe, funded by the Erasmus+ Programm (2014-2016), developed a language learning platform offering game-based language courses in English, French, German, Italian, Spanish, Bulgarian, Latvian, Polish, and Turkish based on job relevant linguistic materials within social/daily life situations. Among these Job search, CV, Job interviews etc.

For more information: <http://www.opendoortoeeurope.eu/>

deutsch info (EU)

deutsch.info is an online platform for learning German, which uses modern teaching tools and at the same time provides practical information about living and working in Germany and Austria.

This free online platform is devoted to the German language. The main target group of deutsch.info is motivated learners of German who have a lively interest in language, culture and people. The online platform is directed equally at workers with various qualifications, students intending to move to Germany or Austria or who already live there, as well as everyone who needs German at work, school pupils, tourists or residents of countries bordering on Germany and Austria.

The already existing online material will be extended within the Erasmus+ project “deutsch.info - didactic adaption for classroom use” (October 2016 to November 2018) – with teaching material especially to be used in teaching context of German as foreign language for persons from 6-19 years.

<http://deutsch.info/en>

Catalan volunteer mentors programme for refugees (ES)

Mentor programme acting in coordination of city councils and Regional Government, where volunteer mentors are in charge of facilitating adaptation to daily life, local language support and mentorship in dealing with bureaucracy.

http://treballiaferssocials.gencat.cat/ca/ambits_tematics/immigracio/persones_refugiades/programa_catala_refugi/

City of Barcelona refugee’s welcome service (ES)

<http://ciutatrefugi.barcelona/en/>

City of Terrassa action council for refugees (ES)

<http://blogs.terrassa.cat/terrassarefugi/taula-de-les-persones-refugiades/>

Innovative Approaches to Migrant Employability (EU)

The question the project aims to answer is “how to meet migrants' needs in vocational, education and training”. The project develops management approaches for organisations, a website containing pedagogical material for organisations, two handbooks for policy makers and interested stakeholders.

<http://www.saminvet.eu/>

Empowering Migrant Women (EU)

Recognising and validating competences acquired by migrant women in informal and non formal contexts.

<http://forwardproject.eu/>

Multimedia learning Kit for migrants (EU)

<http://welcomm-project.com/multimedia-learning-kit-main/>

Soft skills assessment for High Skilled Migrants (EU)

<http://valoriSe.odl.org/resources.html>

Integra (IT)



Programma integra is an integrated social cooperative founded in 2005 and dealing with innovative projects for social inclusion of migrants and refugees. Its activity relates to encourage paths of sustainable and durable autonomy and contribute to the welfare and development of the Community.

It provides job orientation services, information on qualifications recognition, on starting a business and on locally available training opportunities; resume writing support; promotion of apprenticeship <https://www.programmaintegra.it/>

Prometheus Project (EU)

The Good Practices Ebook is already available in English, Italian, German and Spanish. <http://prometheus-eu.net/wp/project-outputs/#lo6>





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