



Roundtable Session

Title: Enhancing the diversity approach among migrant learners to struggle against discrimination - an example of innovative educational practice and learning tested in 5 Eu countries

General abstract of the presentation *(max. 150 words)*

presenting the outline of your (planned) research project or study and including the problem(s), question(s), dilemma's, and/or challenge(s) that you wish to discuss during your roundtable session

Enhancing diversity and struggling against discrimination has been a main public policy launched in the European Union with the adoption of a EU directive in 2000 . In the first step, the focus was made on a legal implementation- legal frameworks to be implemented in the different EU countries. It is now facing new challenges - such as including this main principle into the educational practices and learning in Europe. On the basis of a European project- the Di&Di- implemented in the framework of the Lifelong learning Programme (2007-2013) , we intent to show how far the diversity approach could be a challenging issue both for the learners/trainees and the trainers/teachers as there are still many obstables to be overcome (external/internal). The Di&Di project addresses graduate students and low qualified women, both sharing a migratory background. Its theoretical approach - non discrimination approach- is closely linked to a practical approach - diversity approach by designing appropriate educational strategy- a training for learners and a tutoring for teachers/trainers.

Detailed abstract

1. **What is the background of your (planned) research project, study or general problem that you wish to discuss? More specifically, how is your study or problem founded by theory and/or how does it originate from practice?** *(max. 200 words)*

The Di&Di project aims at designing a training for graduate and low qualified migrants together with a mentoring for professionals in order to enhance diversity and to struggle against discrimination in EU labour markets. It is a Lifelong Learning project gathering 5 European countries with different backgrounds both in Vocational Education and Training (VET) and antidiscrimination approach. It combines both a theoretical and practical background. The general public policy to struggle against discrimination is to be implemented on the ground with appropriate pedagogical tools and strategies. The Di&Di project involves both a first "public" - learners with a migratory background faced to discrimination- but also a "second" public- trainers/teachers and professionals working with migrants (HR staff)- and a third public any person working in VET & Migration issues. In the Di&Di, the struggle against discrimination is to be understood in the access to the labour market by offering appropriate learning/teaching strategies. The educative and formative approach is a main issue to equip learners/trainees with appropriate tools and strategies to allow them to value their specific profile in a more and more demanding professional environment and so to be able to overcome situations of discrimination. The legal aspect of the issue of non discrimination has been quite developed since 2000- the Di&Di approach focuses on the diversity and lifelong learning perspective.

2. **Describe the general outline of your (planned) research project or study, and/or problem that you wish to discuss as much as possible, i.e. the research questions, research design, methods, timeline,...** *(max. 300 words)*

The directive of 2000 adopted by the EU countries to struggle against discrimination was the first step to enhance diversity. Since then, several European countries have offered different strategies to promote the nondiscrimination approach especially in the access to education or vocational training in order to include learners who might suffer from a discrimination. Many vocational training and educative strategies were designed taking into account the legal perspective: identifying and legally characterising a discrimination in order to develop if necessary a legal process. This was a preventive approach to avoid discrimination. Another approach is to promote diversity - identifying and valuing diverse skills and competences, required by the EU labour markets. In this perspective, a pedagogical approach needs to be focussed on tools and strategies to support the diversity approach. This is the main aim of the Di&Di project, a EU project supported under the Lifelong Learning programme. It addresses two main publics: graduate migrants and low qualified women. After implementing, in the first year (2014) a training programme for these two publics- graduate migrants and low qualified female migrants- together with a mentoring for trainers/teachers & professionals working with them, in the second year (2015) training and mentoring sessions were delivered among the target groups. In order to reinforce the diversity principle, two different profiles of trainees were associated to the training sessions. The pedagogical approach also combined the knowledge of discriminations (mainly legal issues) together with a pedagogical support to overcome these difficulties to enhance the

diversity approach. The questions raised are : how far can we enhance the diversity approach in vocational education and training? Is diversity really taken into account in educational practices and learning in the EU ? what could be relevant educational strategies to enhance to reach the goal- such as empowerment process or any other inclusive or cooperative educational strategy ?

3. **How is practice involved in your (planned) research project or study, and which kind of dissemination, implementation or other ways of sharing your research output are you thinking of in order to contribute to the improvement of educational practice and learning?** *(max. 150 words)*

The Di&Di project has been implemented in 5 European countries. A general/theoretical framework was designed the first year taking into account the handbook on European non-discrimination law together with the national context (both education & integration policies are concerned) but also the institutional context (profiles of stakeholders in charge of implementing the education& integration policy) and the local/professional context (professionals who will support individually or collectively migrants in their educative/formative path). For the sustainability of the Di & Di project and to spread its pedagogical approach among a wider audience, it is important to share with practitioners coming from various backgrounds and countries the Di &Di approach. This is a 3 step approach: after reminding of the general framework to struggle against discrimination, being able to identify the main obstacles faced by migrants in the EU countries in terms of educational practice and learning in order to overcome them and facilitate the access to the EU labour markets.

4. **Which question(s), problem(s) or challenge(s) would you like to present for discussion to the conference delegates? Limit yourself to 2 or 3 questions/problems/challenges, in order to be able to discuss them in-depth.**

1- How far can the diversity principle be considered as a main issue in the educational practice and learning in the EU in 2015 ? How is it possible to combine a theoretical approach (nondiscrimination principle) with a practical approach (educational strategy to enhance diversity in learning courses)

2- what are the main obstacles/barriers to be overcome - internal ones (coming from learners) or external ones (rules and behaviours making difficult the access to vocational education and training for certain publics) ? what are the experience of the practitioners (teachers & trainers) working in a multicultural context ?

3- how can we integrate the non discrimination principle in the educative/formative systems in order for both learners and teachers/trainers to be able to identify and characterize a situation of discrimination to start an educative/formative process meant to overcome the obstacles by being able to find an alternative solution - new access, new professional profile? what are the examples already experienced by participants ?

5. **List of references**

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

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