

# ENHANCING THE DIVERSITY APPROACH AMONG MIGRANT LEARNERS & TUTORS TO STRUGGLE AGAINST DISCRIMINATION IN THE LABOUR MARKET IN EUROPE

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## ABSTRACT

*Enhancing diversity and struggling against discrimination has been a main public policy launched in 2000 by the European Union with the adoption of two main directives in the field. It followed the spirit and first initiatives launched by the Council of Europe – CoE- since 1950 with the adoption of the European Convention for Human Rights and its implementation with the creation of a permanent body after the collapse of the Berlin wall in 1989. In the nondiscrimination approach, the first step was to implement a legal framework in the different EU countries with the adoption in 2000 of two fundamental texts in the fight against discrimination on a EU level: the Racial Equality and Employment Directives. Each EU country had to transpose this general framework in its legal system. The non-discrimination approach 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 can be a challenging issue both for the learners/trainees and the trainers/teachers as there are still many obstacles to be overcome both on an external and internal level. The Di&Di project addressed graduate students and low qualified women, both sharing a migratory background. Its theoretical content - nondiscrimination approach- is closely linked to a practical approach – implementing the diversity approach on the ground by designing an appropriate educational strategy- a training for learners and a tutoring for teachers/trainers.*

## **A RESEARCH AND PRACTICE-BASED PRACTITIONER RESEARCH FOCUSED ON NONDISCRIMINATION AND DIVERSITY**

The two main directives adopted by the EU countries in 2000 to struggle against discrimination were the basis to enhance diversity and equality of chances. Since then, several European countries have implemented different strategies to promote the nondiscrimination approach especially in the access to vocational education and training (VET) in order to include learners who may suffer from discrimination in the general access to the labour market, including training, employment and development of a professional career. Many vocational training and educative strategies were designed taking into account the legal perspective: identifying and legally characterizing discrimination. This is a preventive approach to enhance equality of chances and equal treatment. 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 focused on tools and strategies to support migrants in their professional integration. This is the main aim of the Di&Di project, a European project supported under the Lifelong Learning programme. The first year (2014) was focused on the designing of a training programme for young graduate migrants and low qualified female migrants together with a mentoring for trainers/trainers & professionals working with them. The second year (2015) was dedicated to the implementation of both the training and mentoring. Our article is mainly focused on the training.

Sessions were delivered among migrant learners who may have suffered from discrimination in the labour market. In order to reinforce the diversity principle, the two different profiles of trainees were associated in the training sessions. The pedagogical approach combined the knowledge of discriminations (mainly legal issues) together with the understanding and identification of the major obstacles to be faced: language, recognition of a diploma/qualification obtained in the native country (third countries i.e non EU members), and access to credit. The training offered to learners also included the understanding and use of existing tools designed to combat the identified obstacles. The main reference was the Migrapass portfolio- basis of the Di&Di project – to identify skills and competences. It was combined with the SWOT analysis in order to be able to build a realistic action plan to improve one's professional opportunities.

We will first explain the content and pedagogical approach used in the designing of the training for learners. We will then explain the experimentation implemented in the different countries focusing on the main difficulties faced. On this basis, we will try to answer, in a third part, more general questions raised such as : how far can we enhance the diversity approach in vocational education and training (VET)? 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?

## **A TRAINING PROGRAMME FOR MIGRANT LEARNERS IN THE SPIRIT OF THE LIFELONG LEARNING PROGRAMME**

As the legal aspect of non-discrimination issue has been quite developed since 2000, the innovative approach of the Di&Di was to be focused on diversity and the lifelong learning perspective. The Di&Di is a Leonardo da Vinci project<sup>1</sup> gathering 5 European countries with different backgrounds both in Vocational Education and Training (VET) and antidiscrimination approach- France (two partners), Bulgaria, Germany, Italy and Switzerland. It combines both a theoretical and practical background as 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 different publics or target groups. A first "public" gathers learners with a migratory background faced to discrimination; this is the public addressed by the training. A "second" public gathers trainers/teachers and professionals working with migrants (HR staff); this is the audience of the mentoring. A third public- any person working in VET & Migration issues was involved in the national steering committees to enhance the sustainability of the project. Our article is mainly focused on the training programme.

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 training programme was designed by keeping in mind 6 main issues.

The first one was to insist on the diversity approach: changing the perspective and bringing something new on the labour market (new profiles, new skills & competences) and so avoiding a negative approach (justice, security, status...) of the presentation of the two publics by themselves towards potential employers. The second issue was to avoid any stigmatisation among our target groups - young graduate migrants and low qualified female migrants – by being as clear as possible on “what is” /”what is not” a discrimination linked to the migratory background. The third issue was to combine the top-down & bottom-up approaches by referring to the legal basis together with concrete actions to be conducted on the ground. The fourth issue was to offer an innovative support of training on the basis of existing tools and methods – such as the Migrapass portfolio (expressing experience in terms of competences) or Allinhe strategy (enhancing access to VPL). The fifth issue was to enhance a European perspective: some European

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<sup>1</sup> Lifelong Learning programme – 2007-2013

countries may be more in advance in this field and could share with other countries' experience. The sixth issue was to keep in mind the "mutual recognition" approach: integrating both employees' and employers' sides in order to remain as neutral as possible. The training programme was designed according these issues (Halba, 2014).

*Understanding the lifelong learning approach and the support to be provided to target groups facing specific obstacles in the labour market*

The first part of the training explains the institutional context – the Lifelong Learning programme and the migration trends with a focus on special profiles of migrants. There are different reasons for leaving one's country - work, family reunification, studies, political asylum.... European societies have to cope with new waves of migrants (push/pull factors). Most of them come from North Africa and Sub-Saharan Africa, Turkey. They have different religions, and different cultural backgrounds. It is raising the issue of multiculturalism, interculturalism and diversity and how to cope with them. A better knowledge of migration policies both on European and national levels is crucial to give appropriate information to migrants and sometimes to institutions often ignoring the European perspective. Two publics are especially vulnerable in the labour market: youngsters and women. It explains the choice of the two main target groups – of the Di&Di training programme. The difficulties to build a professional future raise specific challenges. In a context of feminization of migration and growth of mobility of qualified youngsters, it is crucial to take into account the special needs of these groups. The main problems that are specific for workers with migratory background are the following: inappropriate skills and competences when a change occurs in the economic situation ; low qualified workers are usually the first fired in firms faced to economic crisis ; difficult working conditions and inability to express one's problem because of lack of information ; access to the information on the labour market when unemployed ; black market with no rights at all, including no access to any legal support ; illegal activities (human traffic such as prostitution especially with young women or men coming from Albania, other countries of Eastern Europe or from Africa) (Halba, 2009).

*Knowing the non-discrimination approach on a European and national levels with key stakeholders and references in the field*

The second part of the Di&Di training is dedicated to the legal framework of Diversity & Struggle against discrimination both on a European and national levels. If the term European non-discrimination law may suggest that it existed a single Europe-wide system of rules relating to non-discrimination, it in fact includes a variety of contexts (European Union Agency for Fundamental rights & Council of Europe, 2010). There are two reference organisations: on the one hand the Council of Europe (CoE), on the other hand the European Union (EU). There are also two key texts of reference- mostly the European Charter of Fundamental

rights and the United Nation Human Rights treaties, all of which contain a prohibition on discrimination. The CoE Member States adopted the European Convention on Human Rights (ECHR) in 1950. It is considered as being the first of the modern human rights treaties drawing from the Universal Declaration of Human Rights. The principle of non-discrimination is a governing principle in many documents published by the CoE. The European Social Charter (1996) “includes both a right to equal opportunities and equal treatment in matters of employment and occupation, protecting against discrimination on the ground of sex.” Additional protection against discrimination is also included in the “Framework Convention for the protection of National Minorities” (articles 4,6 and 9). It is seen as a fundamental freedom. In 2000, the European Union, currently made up of 28 countries, adopted two directives: the Employment Equality Directive prohibited discrimination on the basis of sexual orientation, religious belief, age and disability in the area of employment; the Racial Equality Directive prohibited discrimination on the basis of race or ethnicity in the context of employment, but also in accessing the welfare system and social security, and goods and services. The non-discrimination law under the EU recognised that “in order to allow individuals to reach their full potential in the employment market, it was also essential to guarantee them equal access to areas such as health, education and housing”. The reference to the key actors (CoE and EU) and texts (ECHR and directives) on a European level is crucial for migrant learners who would like to update their knowledge. They are also given the legal reference and key stakeholders on a national level- for instance in France the Law of 2008 and the *Defenseur des Droits* for the key actor and/or the legal process they would have to go through.

*Identifying the main obstacles faced in the access to the labour market by migrant learners- language, qualification and access to creation of activity*

There are three main barriers to be overcome by migrant workers in the labour market. The first is linked to the linguistic level required explicitly or implicitly in the EU labour markets for a migrant worker<sup>2</sup>. The first support to be provided to migrant learners is on the one hand to give the tool to identify their linguistic level (CEFR) and the information to improve their linguistic skills. The second main barrier is the non-recognition of the diploma or qualification. Graduate migrants coming from third country nations are faced to a form of a downgrading: neither their professional experience nor the diplomas passed in their countries of origin are recognized in the EU labour market. According to the principles of recognition

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<sup>2</sup> B1- linguistic level provided by the *Common European Framework of Reference for Languages* (CEFR) implemented by the Council of Europe-CoE since 1991. In 2007 the CoE recalled that in educational matters responsibility lies with the member states as a result, *it is towards one's own learners and one's European partners that one has a responsibility for making coherent, realistic use of the CEFR.*

for further studies<sup>3</sup>, in the EU countries, migrant workers must contact a national public belonging to the ENIC NARIC network<sup>4</sup> - to certify that their diplomas are genuine. This process only certifies the validity of the diploma, and does not entail the recognition nor assessment of the diploma. Low qualified women are not familiar with the levels of qualification or may have a level of qualification they are not aware of. Graduate and low qualified migrants must be explained the ways to go through the process for example of Valuing Prior Learning. The third and last obstacle migrants may be faced to in the labour market is the process to create their own activity. The information is not so clear and quite demanding. It is also linked to the access to financing. The only way to overcome this last barrier is to be properly informed by professionals in the field for instance specializing in micro-credit. They can support the candidates in the process to avoid any situation of discriminations – for instance too many information to be provided, no answer, unnecessary documents...

*Using tools and strategies to overcome the obstacles and/or situation of discriminations*

The fourth part of the Di&Di Training programme designed for migrant learners is to learn how to use existing tools and strategies in order to overcome the obstacles and so struggle against discrimination and enhance diversity in the labour market. The pedagogical approach is the one implemented thanks to the Migrapass portfolio (Halba, 2012) : in a first step, identifying a professional experience (gathering paid, unpaid and voluntary experience) ; in a second step, expressing it in terms of competences (on the basis of a set of 12 main competences linked to a migratory path); in a third step building an action plan with three main options (direct access to the labour market, training, VPL). The portfolio is an ongoing

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<sup>3</sup> one EU country recognizes qualifications - whether for access to higher education, for periods of study or for higher education degrees- given by an institution/programme that is recognized as belonging to a system of higher education. This academic recognition is stipulated in the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention, 1997)

<sup>4</sup> To implement the Lisbon Recognition Convention and to develop policy and practice for the recognition of qualifications, different tools and frameworks have been implemented at the European level : the Council of Europe and UNESCO have established the ENIC Network (European Network of National Information Centres on academic recognition and mobility). It cooperates closely with the NARIC Network of the European Union. The NARIC network is an initiative of the European Commission created in 1984. It aims at improving academic recognition of diplomas and periods of study in the Member States of the European Union (EU) countries, the European Economic Area (EEA) countries and Turkey; in addition, the network is part of the Community's Lifelong Learning Programme (LLP), which stimulates the mobility of students and staff between higher education institutions in these countries

process. The learners are asked to use it as a basis to update their resume with new professional experiences or training followed but also as a way to prepare themselves to a professional interview as a potential employer may ask them to detail their experience, or a specific competence required by the employment or some elements on their professional future<sup>5</sup>. The pedagogical strategy offered by the Di&Di is to fill the portfolio in small groups composed of one young graduate migrant and a low qualified female migrant so they can exchange their experience and work commonly on an exercise they both discover with the idea that the first ones might be more familiar with the written part and the second ones more easy with the oral part (exchanges of ideas to find the information to fill the portfolio).

### *Building an action plan using the SWOT analysis*

The last part of the Di&Di is possible after the learners have been through the four previous parts. In the beginning of each session, the learners are asked to introduce themselves to others through a roundtable. The first time, it takes time as it is not easy to introduce oneself in a group. After each collective session, learners have become more self-confident thanks to the empowerment process which is both a step by step and collaborative approach. The learners are also asked to work in small groups in order to work on their Strengths and Weaknesses on one hand - thanks to the Migrapass portfolio -presented in part 3- and on the Opportunities and Threats- thanks to the work on the obstacles they might be faced to - language, diploma & qualification, access to credit...presented in part 2. They are asked to include different lengths of time in their scenario: in the short term (6 months), in the midterm (one year) and in the long term (2 years). They may be successful and achieve their best professional scenario in the short term; most of the time, their best scenario is more realistic in the long term. The learners present their different options among the group in order to be asked questions and to be able to defend their project. They have to be precise and to discuss on the basis of concrete information they have gathered thanks to the step by step process of the Di&Di approach.

### *Learning outcomes (LO)*

At the end of the Di&Di training, the learners have experienced the competence approach implemented by the Lifelong learning perspective and to make the difference with the legal approach of the discrimination (LO1). They have enriched

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<sup>5</sup> This learning strategy has been improved since 2012 (end of the Migrapass project where it was designed) in the framework of the monthly clubs offered by iriv Conseil at the Cité des Métiers- <http://club-iriv-paris.blogspot.fr/>

their knowledge on the non-discrimination approach and are able to identify a situation of discrimination linked to the ethnic origin on the basis of the legal framework they can find and update (LO2). They have identified the main obstacles faced on the labour market – language, non recognition of diploma and experience, access to credit- and are able to find alternative solutions and strategies to deal with them and even to overcome them (LO3). They have experienced a specific tool to valorise their diverse professional profiles and so to enhance diversity in the labour market- mainly thanks to the Migrapass portfolio (LO4). They have built an action plan to take advantage of the diversity approach in the labour market, taking into account different lengths of time (LO5).

### **EXPERIMENTATION OF THE DI&DI LEARNING STRATEGY- THE CASE OF FRANCE**

The DI&DI training programme was experimented in France in 2015. The experimentation took place in the region Ile de France- Paris and Montereau (Seine et Marne).

#### *Networking- a key issue for involving relevant and motivated learners*

The results have been quite positive. The reason for the success was very linked to the profiles and the relationship built with key stakeholders. They were contacted through different networks. A first meeting of information was held at the Embassy of Croatia (January) where Croatian nationals were invited. Thanks to this meeting, we could involve a Croatian teacher of French as a Foreign Language (FLE) at the association *Atouts Cours*. Two other meetings were held for tutors at the *Cité des Métiers*, in February and March 2015. In these meetings attended the Croatian teacher at the association *Atouts Cours* together with representatives of the Club *El Taller* - gathering nationals from Latin America meeting regularly at the *Cité des Métiers*- and a teacher in French as a Foreign Language (FLE) in Seine et Marne - contacted in a former project *Migratrices* in 2013. The content of the training programme was also presented.

After this necessary phase of preparation, the experimentation among the first target groups- young graduate migrants & low qualified female migrants- could take place in Paris and in Seine & Marne from April to June 2015. In Paris, the location was the Maison des associations of the XIth district of Paris. Surprisingly no representative of associations of the XIth district attended. The participants were involved thanks to the support of the association *Atouts cours* and the network of Latin-American associations of the *Cité des Métiers*. In Seine & Marne, the participants were selected by the teacher in charge of FLE. The experimentation took place at the Maison des familles in Montereau, a social center supported by the City hall to offer trainings to migrant publics both qualified - mainly asylum



seekers- and/or low qualified female migrants – mainly arrived in France to join their husbands..

*Involving relevant profile of the learners- answering the appropriate Di&Di target-groups*

The profiles of the learners were quite diverse and gathered the two expected profiles for the Di&Di “first” target groups. In both series of sessions held in Paris (April 2015) and Seine & Marne (May & June 2015) a total of 25 people attended. They were not so young: 7 participants were under 35 years ; 28 persons were 35-55 years. They were in France for 3 to 20 years. Their level of qualification was different: 17 participants (mainly in Paris) were graduate, 11 participants (mainly in Montereau) were low qualified. The minimum linguistic level was A2 - according to the CECR- and up to C2 - for graduate who registered in French Universities. The regions of origin were Africa - mainly Morocco, Benin , Ivory Coast and Senegal- Europe – mainly non EU members)- Latin America - Argentina, Colombia and Peru- and Asia - Afghanistan, India and Syria. The reasons for participating (explicit and implicit needs) were linked to forms of discrimination they have suffered in the labour market , due to their origin-mainly their linguistic level or the non-recognition of their professional experience or diploma/qualification. They also wanted to improve their techniques/methods in seeking a job/enhancing their professional career. They also expected to be supported to find enough motivation to go back to the labour market. Some of them clearly required updating their skills and competences – they were informed that a voluntary experience could be considered as a real professional experience (Law on VPL adopted in France in 2002). Their needs were in the first place identified by tutors/ trainers and updated during the sessions through interviews and questionnaires dispatched during each session.

*Achieving relevant Learning outcomes for the Di&Di thanks to appropriate learning pedagogy*

The achieved learning outcomes were also various- in terms of Knowledge, Skills, but also Understanding & attitudes. Learners have improved knowledge about discrimination issues - both on a national and European level. Most of them didn't know the existence of such a non-discrimination framework. They were trained to acquire the appropriate skills to play an active role in searching a job and also to change their professional perspectives. They found new professional opportunities both in expected employment or in potential training to could follow. They have discovered new pedagogical approaches- especially the portfolio approach designed by the Migrapass and updated since 2012 thanks to the monthly club at the Cité des Métiers. They particularly enjoyed the proposal to build their own action plan after a SWOT analysis - a brainstorming approach was organised combining two participants ideally a low qualified female migrant and a graduate migrant.

To achieve the learning outcomes participation methods and didactical strategies and methods combined different strategies. The round tables- at the beginning of each session - were useful means to enhance the empowerment process among the learners. They were asked to make a presentation of their professional profile in a given length of time (3 minutes maximum). There has been an improvement in the presentations made by the participants between the first session and the last session: it was shorter and clearer. The pedagogy combined theoretical and practical content with interactive participation- participants being asked to illustrate specific situations. A brainstorming was offered after the presentation of each “content” . It was meant to confront the different approaches and perspectives. Role plays were also proposed - for instance, one of the participants was supposed to be a job councillor or a potential employer and asked some questions to a pretended candidate. The work in small groups- especially to fill the Migrapass portfolio and to build the action plan- combined a low qualified female migrant and a graduate migrant. After the work in small group, all participants gathered the results of their work in a plenary session. The collective approach aimed at creating a real synergy in the group. The face to face sessions (5 sessions of 3 hours each) were followed by at a distance support consisting in sending documents. A constant reference was made to the weblog implemented as a complementary pedagogical tool with the reminding of the theoretical approach and some main documents (resources) uploaded<sup>6</sup>.

#### *Applying the SWOT analysis to build a realistic action plan*

The “Strength” was the information both on the framework of the discrimination (negative side) and the diversity approach (positive side) and the ways & means to overcome the barriers/obstacles by using appropriate tools & methods. The legal framework applied in France is the law n° 2008-496 of the 27th of May 2008<sup>7</sup> implementing the EU non-discrimination directive. The National Agency is the *Défenseur des droits* since 2008. It is in charge to struggle against discrimination in the following domains : employment, housing, education and access to goods and services. The “Weakness” was the collective approach as individual support was most necessary after the training in order to adapt the training to specific cases and to offer a personalised support. In this context, a series of interviews were conducted with some participants after the training sessions<sup>8</sup>.The “Opportunities” were clearly new professional perspectives and more self-confidence among the learners. The empowerment process succeeded with very positive feedbacks received from the participants and the professional projects built. They could be better explained during the face to face interviews. The “Threats” are directly

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<sup>6</sup> Weblog implemented in France : [www.di-di.fr](http://www.di-di.fr)

<sup>7</sup> modified in February 2014 with a consolidated version published the 7th of July 2014-

<sup>8</sup> in the framework of the monthly Club of iriv at the Cité des Métiers- <http://club-iriv-paris.blogspot.fr/>

linked to the status of some participants (asylum seeker, migrants in a process of regularisation of their situation or updating of their documents) or the lack of recognition of their diploma/professional experience which may be main barriers on the labour market.

## **LESSONS LEARNT IN TERMS OF LEARNING STRATEGY FOR ENHANCING DIVERSITY AND STRUGGLING AGAINST DISCRIMINATION IN THE LABOUR MARKET**

Many questions can be raised on the Di&Di approach such as 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 theoretical approach (non-discrimination principle) with practical approach (educational strategy to enhance diversity in learning courses) ? What are the main obstacles/barriers to be overcome - internal ones (coming from learners) or external ones (rules and behaviours considered as barriers for the access to vocational education and training for certain publics) ? What should be the balance between the non-discrimination principle and the diversity approach in the educative/formative systems ?

On the basis of the experimentation implemented thanks to the Di&Di project many lessons could be learnt. The first lesson is to be as clear as possible on the definition of Diversity to avoid any misunderstanding as the notion may have different meaning depending on the national context- for instance in Belgium or Luxembourg the focus would be on the linguistic diversity<sup>9</sup>. In the framework of the Di&Di, the definition of diversity is very specific as it concerns the access to the labour market by diverse profiles of workers- migrants, taking into account both their qualifications and professional experience. They should have an equal access to positions according to their professional profiles. Promoting diversity means to support migrant learners to identify the situations of discrimination, to overcome the obstacles they are faced to on the labour market (which are not considered as discrimination) thanks to appropriate learning tools and strategies.

The second lesson learnt concerns pedagogy. It is necessary to combine two approaches- non discrimination and diversity. Firstly the trainers must remind the legal approach of the non-discrimination framework -both on a European and on national levels. Secondly the trainers have to explain that the diversity approach is supposed to enhance on the ground the access to the labour market by all professional profiles. The Di&Di project is a training programme designed in the framework of the lifelong learning perspective – it is human resources oriented.

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<sup>9</sup> Feedback received during the roundtable offered at the EAPRIL conference, University of Luxembourg, 27<sup>th</sup> of November 2015

This is different in other programmes where the focus is made on the legal issues- with case studies of discrimination and legal literature attached to them. During the experimentation, it was decided to focus the training on the diversity approach and the mentoring on the non discrimination approach. On the one hand, the Di&Di training addresses young graduate and low qualified female migrants. They were trained to learning strategies to overcome barriers in the labour market after reminding the general framework of the non-discrimination. On the other hand, the Di&Di mentoring addresses trainers, tutors, and professionals working with migrants and so they were trained to work on case studies detailing situations of discriminations.

The third lesson learnt is to answer the expectations of the participants. As far as the training is concerned, migrant learners were interested in knowing the definition of a discrimination to better understand what is and what is not a discrimination in order to avoid any victimisation. For instance they perfectly understood that the access to specific employments, such as public employments, might be restricted to nationals in the European Union. They were also aware that some professions, especially in the health sector or in accountancy or legal professions, are restricted to the acquisition of a national diploma or qualification. On the other hand, the requirement for a job should be proportionate to the employment- for instance asking for a linguistic level of C2 for a job with very basic content can be considered as an unfair condition and so a form of unequal treatment of candidates. The pedagogical approach consisted in finding ways to overcome the obstacles and barriers on the labour market, and not to detail the situation of discrimination.

The fourth lesson learnt is to find relevant tool & strategy to enhance the empowerment process thanks to a better self-confidence and self-esteem of the participants. The expected outcome of the training was to change their professional perspectives and to avoid any stigmatisation or self-censorship. A main barrier is the internal/psychological one which consists for migrants to feel incompetent or unskilled for an employment even if they have the relevant qualification or experience. The Migrapass portfolio has been a main reference tool in this perspective as it allows a biographical approach (experience in the country of origin/in the host country), a holistic approach (professional, social and personal experience), a competence approach (the experience is expressed in terms of competences), and an active approach (an action plan). The Migrapass portfolio will be enriched by outputs of the Di&Di approach, especially in the first step with a discussion among the participants on the three main barriers identified by the Di&Di (language, qualification/experience, access to credit) and in the third step (action plan) on the ways to overcome these barriers.

The fifth lesson learnt is that the diversity and non-discrimination approaches have also to be combined with other pedagogical approaches. For instance the Di&Di

training could be included in a linguistic programme offered to migrants arriving in the EU country. As far as France is concerned, the legal contract migrants have to sign<sup>10</sup> includes a linguistic training (a basis of 400 hours so far that should be increased in the years to come), a presentation of the national institutions and life in France and a “bilan de compétences” (half a day to give a professional profile). The Di&Di approach could be an added value to the training programme offered to migrants. Moreover, many associations offer a linguistic support to migrants (an average of 2 to 6 hours per week) and are particularly interested in enriching their vocation training with some other topics such as the access to the labour market, the diversity and non-discrimination approaches.

The sixth lesson learnt is that the Di&Di training have to be enriched by the further feedbacks of participants. In France, the weblog implemented for the Di&Di project presents different feedbacks gathered among participants and the impact of the Di&Di training on their professional opportunities. Four participants decided to start a VPL process (access to a national diploma/qualification), three other participants decided to create their own activity (FISPE, an association to combine linguistic learning and VET, and a professional studio of photography), two participants answered job applications and were selected. In complement, two examples of good practice are presented: a website presenting examples of success stories of migrants and a tool/referential to struggle against discrimination. The experience of the practitioners (teachers & trainers) working in a multicultural context could also enrich in the future the Di&Di approach.

## CONCLUSION

The DI&DI project is an example of applied research in the field of practice-oriented, incorporated and explicit vocational education & training (VET) activities designed in the Lifelong learning programme – a Leonardo da Vinci project focused on a better support for the access to labour market, a decrease of the segmentation and a way to up-skill jobseekers. The Di&Di designed a training for migrant learners together with a mentoring for professionals working with these learners. Our article was mainly focused on the “publics” addressed and content of the training programme, explaining the pedagogical approach together with the feedback received from the participants (young graduate migrants and low qualified female migrants) during the experimentation. We intended to show how far the promotion of diversity and the struggle against discrimination could be a main issue in the educational practice and learning in the EU in 2015 and so how it could contribute to the international world of Practitioner-based Research.

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<sup>10</sup> Contrat accueil intégration (CAI) compulsory since 2007. Migrants are supported by the services of the Office français pour l'Intégration et l'immigration (OFII)- [http://www.ofii.fr/s\\_integrer\\_en\\_france\\_47/la\\_formation\\_cai\\_21.html](http://www.ofii.fr/s_integrer_en_france_47/la_formation_cai_21.html)

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Weblog dedicated to the monthly club at the Cité des Métiers “Valuing a migratory background in a professional perspective”- <http://club-iriv-paris.blogspot.fr/> where the Migrapass portfolio is explained and available.