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GRASE



Raising awareness against gender and race stereotypes in recruitment: training for career counselling professionals

GRASE Toolkit



Authorship & Disclaimer

The Toolkit on *Raising awareness against gender and race stereotypes in recruitment: training for career counselling professionals* was realized within the GRASE project (2021-2022), funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020). The project was coordinated by ISMU Foundation (Italy) in partnership with Fondazione Giacomo Brodolini (Italy), the Adecco Group (Italy), Fundación Adecco (Spain), Asociación AMIGA por los Derechos Humanos de las Mujeres (Spain), APROXIMAR Cooperativa de Solidarieda de Social (Portugal).

The Toolkit is the result of a shared effort of the project's Steering Group and Board of Experts and has been edited by Fondazione Giacomo Brodolini. The content of the present Toolkit represents the views of the authors and is their sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains. The GRASE Project's Steering Group and Board of Experts are the only responsible for the final content, words and phrases used.

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The GRASE Project

GRASE stands for “Gender and Race Stereotypes Eradication in Labour Market Access” and is a 2-year project (2021-2022), funded under the European Union’s Rights, Equality & Citizenship program which addresses the double discrimination faced by migrant women in their access to employment, through the adoption of a truly intersectional approach. GRASE focuses on facilitating the access of women with a migratory background to the labour market by reducing the barriers they may find in career counselling services systems.

To reach this objective, GRASE combined **expert knowledge**, through the involvement of antidiscrimination specialists and researchers working on gender, race and migration, as well as **practical knowledge**, by activating three Communities of Practice with career counselling professionals in Italy, Spain and Portugal – three countries where women and migrants varyingly face barriers in the access to the labour market.

The final goal of the project is to contribute to **reduce gender and race gaps** in migrant women’s participation in the labour market, with a view to provide full implementation of the principle of non-discrimination, heralded in the European legislative framework as one of its core elements, and enshrined also in the Constitutions and the laws of Italy, Spain and Portugal – the three countries where the project was implemented.

The project produced three Toolkits to fight the reproduction of bias and stereotypes against women with a migratory background: “Effective strategies to fight race and gender stereotypes in career counselling services” (**Toolkit 1**), “Raising awareness against gender and race stereotypes in recruitment: training for career counselling professionals” (**Toolkit 2**); “AI-based gender and race/origin bias detection toolkit” (**Toolkit 3**).

For a detailed description of GRASE’s approach and products, please refer to the project’s Website.

[Go!](#)



**“Overcome
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Objective of the Toolkit

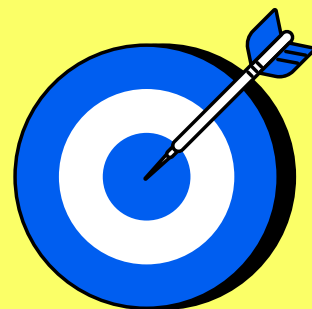
GRASE's overall objective is to fight the reproduction of gender and race stereotypes from which migrant women may suffer when seeking guidance from career counselling services to access the labour market.

The present Toolkit aims to **offer a training pathway and learning materials for career counselling professionals; it contains training contents and modules and is designed to implement awareness-raising strategies to fight gender and race stereotypes when advising and/or recruiting women with a migrant background.**

This is expected to reduce forms of double discrimination, ensure fairer selection processes and remove significant obstacles in migrant women's access to employment – ultimately supporting migrant women's effective integration into receiving countries' societies.

Target of Toolkit

The Toolkit provides support to learning facilitators **providing training sessions on inclusive recruitment for operators in European career counselling services.** Therefore, the Toolkit addresses trainers who provide training pathways to the final beneficiaries - i.e. career counselling professionals from public and private career guidance services, providing counselling both to the general population and to vulnerable targets, such as migrants and women.



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Relevant sources to define the context

The development of this Toolkit and its related training followed a comprehensive analysis of the context. The analysis has taken advantage of the relevant sources available consequently in order to inform the design and implementation of the training project action. The table below reports the selection of references with a description of the available data and information of each source.

Source	Description
EU Fundamental rights Agency (2017), Second European Union minorities and discrimination survey (EU-MIDIS II)	The second wave of the European Union Minorities and Discrimination Survey (EU-MIDIS II) aims to assess progress made over the previous five years, since the first survey in 2008. This second survey collects comparable data in all 28 EU Member States to support the EU in protecting the fundamental rights of people with an immigrant or ethnic minority background, including Roma. It also aims to populate core indicators for measuring progress in the implementation of the EU Framework for National Roma Integration Strategies as well as selected indicators on immigrant integration.
Oxfam (2018), Raising their voices precariousness: women's experiences in-work poverty in Europe	Since the 2008 global economic crisis, issues facing working-class men in Europe and North America have garnered growing attention from politicians, academics and the media. According to the International Labour Organization (ILO), vulnerable employment is on the rise, reflecting high rates of underemployment, dissatisfied workers and a growing incidence of involuntary part-time contracts. The situation facing working women is addressed in the report, highlighting the conclusion that it has a profound potential to reshape the world we live in. This report explores the challenges and opportunities facing Europe's working women, particularly those in precarious and low-paid work.

**European Network
Against Racism (2013-2017),
Shadow Report: Racism &
Discrimination in Employment
in Europe**

This report on Racism & Discrimination in Employment in Europe 2013-2017 is an update of the ENAR Shadow Report for 2012-2013 on racism and discrimination in employment in Europe, published in 2014. It examines racial inequality in the EU labour market with a country-by-country overview. The level which the research adopts to investigate the issue is the individual level, including specific cases of harassment or unequal treatment, as well as at the structural level, by examining trends of racial inequality in the labour market as a whole.

The importance of bespoke training adaptation to the contextual background

The sources described in the table above allowed GRASE partners to collect data and information to analyse the context of the training implementation, which has been essential for the Toolkit.

The aim of this phase was to develop and implement training that responds to the needs of jobseekers with migrant backgrounds in all three countries. This allowed trainers to implement more focussed and effective sessions.

A very first element to be considered is that, although the training pathway is conceived to be applied in a European context, country-based differences are relevant, especially when dealing with a subject – gender and race stereotypes – which is strongly influenced by cultural background as well as by the structure of the language (e.g.: not only the use of masculine / feminine, but also the level of formality which in some languages implies the use of the third singular person in dealing with unknown people, and is often abandoned when dealing with migrant women, going directly to a more confidential use of the second person which would be considered inappropriate in other interactions).

A second element may concern the professional background and working experience of the trainees which may vary quite consistently as emerging in the overview of the actual composition of the COPs; these different backgrounds could entail a different level of reflection and self-reflection of the existence of gender and race stereotypes.

Skills in training on unconscious bias and gender stereotypes by adopting an intersectional approach have been enriched by adapting it to the context of national employment services, and specifically to the professional career counsellors.

An additional effort has been made to intersect this perspective with the data and information collected on people with migrant backgrounds resident in each country, i.e. ethnicity / nationality - labour market sector where they (women and men) are mostly employed.

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Glossary

This Glossary provides an overview of the terminology and of the approach used by GRASE. It aims at helping the reader navigate the contents of the present Toolkit. Terms are listed under four main topics: “stereotypes”, “discrimination”, “bias”, “diversity, race, ethnicity and gender”.

STEREOTYPES

Compounded stereotypes	Generalised view or preconception about groups that results from the ascription of attributes, characteristics or roles based on one or more grounds.
Gender stereotypes	Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general. Stereotypes about women both result from, and are the cause of, deeply engrained attitudes, values, norms and prejudices against women. Stereotypes can be both hostile and explicitly negative (e.g. women are irrational) or seemingly benign (e.g. women are nurturing) – both kinds, though, can produce harmful effects, which justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women.
Judicial stereotyping	Practice of judges ascribing to an individual specific attributes, characteristics or roles on the sole basis of her or his membership of a particular social group. It also refers to the practice of judges perpetuating harmful stereotypes through their failure to challenge stereotypes.
Racial / ethnic stereotypes	Stereotype is a generalized perception ascribing particular traits, characteristics, values, aspect, appearance or behaviour to a group or a member of a group without regard to accuracy or applicability (Corsini, 2016) . Racial / ethnic stereotypes are reflexive and exaggerated mental pictures that we hold about all members of a particular racial / ethnic group. These stereotypes are so rigid, we tend to ignore or discard any information that is not consistent with the stereotype that we have developed about the racial / ethnic group (University of Notre Dame, 2020) .

DISCRIMINATION

Discrimination against women	Any distinction, exclusion or restriction made on the basis of sex and gender that has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, and on a basis of equality between women and men, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Discrimination can stem from law (de jure) or from practice (de facto). The CEDAW Convention recognises and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice.
Direct discrimination	Discrimination occurring where one person is treated less favourably on grounds such as sex and gender, age, nationality, race, ethnicity, religion or belief, health, disability, sexual orientation or gender identity, than another person is, has been or would be treated in a comparable situation.
Indirect discrimination	Discrimination occurring where an apparently neutral provision, criterion or practice would put persons of one sex at a particular disadvantage compared with persons of the other sex, unless that provision, criterion or practice is objectively justified by a legitimate aim, and the means for achieving that aim are appropriate and necessary.
Intersectional discrimination	Discrimination that takes place on the basis of several personal grounds or characteristics / identities (sex, racial or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity, etc.) which operate and interact with each other at the same time in such a way as to be inseparable.
Sex- and gender-based discrimination	Discrimination occurring due to interaction between sex (as the biological characteristics of women and men) and their socially constructed identities, attributes and roles and society's social and cultural meaning for biological differences between women and men. Such interactions result in hierarchical and unequal relations and roles between and among women and men, and a disadvantaged social positioning of women. The social positioning of women and men is affected by political, economic, cultural, social, religious, ideological and environmental factors, and can be changed over time.
Racial / ethnic discrimination	Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life. (Art. 1.1 of the United Nations International Convention on the Elimination of All Forms of Racial Discrimination).

BIAS

Implicit bias	<p>Behaviours by which people act on the basis of prejudice and stereotypes without intending to do so and without consciously recognizing their bias. These behaviours display a bias – i.e. rather than being neutral, they show a preference for (or an aversion to) a person or a group of people. However, this bias is present but not consciously held or recognized, meaning we are unaware of them or mistaken about their nature. For instance, a host of studies have demonstrated that white people tend to associate criminality with black people. The present definition is based on the Merriam Webster dictionary and on the definitions provided by The Perception Institute.</p>
Invisible barriers	<p>Attitudes and the underlying traditional assumptions, norms and values that prevent women's and migrants' empowerment / full participation in society.</p>
Gender bias	<p>Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men. Bias represents the enactment" of stereotypes and prejudices: through preconceived ideas, females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. For example, this may lead a career counselling professional to avoid proposing certain kinds of jobs to women, assuming that, because they are women, they are not "suitable" for those kinds of jobs.</p>
Racial / ethnic bias	<p>Prejudiced actions or thoughts based on reflexive and exaggerated mental pictures that we hold about all members of a particular racial / ethnic group. Bias represents the enactment" of stereotypes and prejudices: through preconceived ideas, members of specific racial or ethnic groups are arbitrarily assigned characteristics and roles determined and limited by their belonging to that group. For example, this may lead a career counselling professional to avoid proposing certain kinds of jobs to people of colour, assuming that, because they are people of colour, they are not "suitable" for those kinds of jobs.</p>

DIVERSITY, RACE, ETHNICITY AND GENDER

Diversity	Differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people.
Gender awareness raising	Process that aims at showing how existing values and norms influence our picture of reality, perpetuate stereotypes and support mechanisms (re)producing inequality. It challenges values and gender norms by explaining how they influence and limit opinions taken into consideration and decision-making. In addition, awareness raising aims at stimulating a general sensitivity to gender issues.
Gender roles	Social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. Collectively, gender roles often determine the traditional responsibilities and tasks assigned to women, men, girls and boys (see gender division of labour). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities.
Gender segregation	Differences in patterns of representation of women and men in the labour market, public and political life, unpaid domestic work and caring, and in young women's and men's choice of education.
Racial segregation	The practice of restricting people to certain circumscribed areas of residence or to separate institutions (e.g., schools, churches) and facilities (parks, playgrounds, restaurants, restrooms) on the basis of race or alleged race. Racial segregation provides a means of maintaining the economic advantages and superior social status of the politically dominant group, and in recent times it has been employed primarily by white populations to maintain their ascendancy over other groups by means of legal and social colour bars (Britannica 2022).

A man and a woman are shown from the chest up, looking at a whiteboard. The woman, on the left, has dark curly hair and is smiling. The man, on the right, has short brown hair and is holding an orange marker. They are both looking at the whiteboard, which has various colorful lines and text drawn on it. The text on the whiteboard includes "TITLE", "TEXT", "1000,0", "x", "x", ".Text", and "10005".

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Structure and approach of the Toolkit



According to the above-described methodology, the Toolkit has been developed as follows:

- **THE FIRST MODULE** *Raising awareness on unconscious biases, with a special focus on gender and race stereotypes* aims to raise awareness about the most frequent unconscious biases among career counselling professionals to improve the level of inclusivity of the pathway and services they offer.
- **THE SECOND MODULE** *Inclusive communication* supports professionals to develop inclusive communication skills.
- **THE THIRD AND LAST MODULE** *Inclusive career counselling* fosters the inclusive aspects of the services that career counselling professionals offer to migrant women for their inclusion into the labour market.

This Toolkit was conceived based on GRASE partners' expertise at the national and European levels, and drawing significantly from the knowledge they have gained from the activities implemented in the framework of this project. Prior to their finalization, the content of this Toolkit has been tested by 200 professionals across Italy, Spain and Portugal, working as career advisors in Public Administrations or as recruiters in public and private agencies. The results of the testing phase and the feedback collected from project partners, trainers, trainees greatly improved the Toolkit's contents. The present version was modified accordingly, and also includes additional resources originating from the practical experience of the testing phase.

Methodology



Key characteristics of the training pathway:

- **short**
- **interactive**
- **with a focus on changing behaviours**

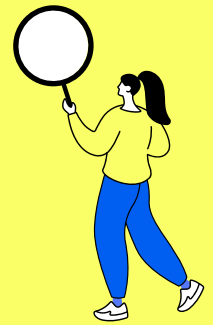
The Toolkit proposes an agile training pathway and contents conceived to build on career council professionals' competencies in different countries in order to support the development of more inclusive recruitment processes, with specific attention to migrant women. The key characteristics of the proposed training course are to be short, interactive and focused on changing behaviours.

An agile and short pathway with only **THREE MODULES** is proposed in order not to stress excessively a target population that appears, in different contexts, often overwhelmed by daily activities and scarcity of assigned resources to cope with increasingly complex needs. The Toolkit focuses on the development of inclusive behaviours instead of on the provision of new content and skills moving from the conviction that career counselling professionals are often enough skilled and experienced concerning their daily tasks and their beneficiaries' needs. However, they may benefit from a structured reflection on how some "traditional ways of doing things" may convey, often unintentionally, biased attitudes.

This Tool proposes an interactive methodology believing that experiential learning offers the best opportunities to work on the recognition of how stereotypes intervene in conditioning our relations with other people and, namely, in identifying the most common features of race and gender stereotypes.

Finally, the partners decided to dedicate the final part of the training pathway to the elaboration of practical suggestions and tips that may support career counselling professionals in their daily activities. The main expected gain of having the group of trainees working together on the definition of practical suggestions for the implementation of daily activities is to promote the idea that even small changes in behaviours and attitudes have a high potentiality of significantly increasing the level of inclusion.

In this view, a **MODULE** is dedicated to communication since the way we deliver information to others plays a relevant role in the level of inclusivity of the message we convey. Overall, this tool wants to propose to the trainees a strategy and behavioural indications to improve the recruitment process from the reception of the jobseeker who, in our case, is a migrant woman.



Key elements of the training methodology:

- **in presence**
- **involving team working for jointly developing strategies and tools**
- **welcoming country-based localisation**

The proposed training pathway includes subjects that are not only different, although interconnected, but also sensitive. They do impact relational aspects and individual behaviours which are conditioned by different factors linked with non-verbal communication, open-mindedness, cultural background, and emotional attitudes.

The training pathway is conceived to work on these aspects and to spark participants' reflections about their own unconscious biases and in starting to question the way they interact with employment service beneficiaries with a focus on the impact of unconscious biases and gender and race stereotypes in these interactions.

It is a pathway in which **commitments and sharing with others are crucial**.

For these reasons, the training has been thought **in presence** and in **small** groups (no more than 25 people). Experience suggests that in order to ease sharing and confrontation among participants and to allow taking under due consideration communication, relational and emotional elements, more practical and interactive activities should be implemented in smaller groups (up to 7/8 participants) within the larger group of 25.

Given the current pandemic status, consortium partners, aware that it might be complicated to organise physical training sessions in some contexts, set the minimum requirement to organise synchronous training activities, eventually limiting the number of participants to 15.

In addition, since the training pathway aims to support employment services counselling professionals in defining new strategies and tools to implement inclusive behaviours in their daily activities, a central part of the training is suggested to be dedicated to the definition of these strategies and tools in **group sessions** animated by a professional trainer. The training course offers participants the opportunity to share with peers and to discuss together procedures, tools and solutions in a *workshop* modality. In this way, participants have the possibility to apply a **reflexive approach** to their daily work and assess the “usual way of doing things” in order to propose more inclusive solutions. Reflecting on daily procedures and their effects is an activity which is often left behind due to the urgency of implementing routinely tasks.



However, it is a very powerful activity to detect where in the procedures things do not work or might have a discriminating effect. Having the possibility to simulate concrete typical consultancy experiences in the **safe place** of a training room offers participants the possibility to propose their own solutions, since people on the field know better how things can be improved.

For this reason, consortium partners suggest working in **small groups** under the lead of a facilitator putting in place and/or **acting typical working situations** with migrant women to identify stereotypes.

In addition to these general methodological considerations, consortium partners were aware that there may be several levels of variability in the composition of the groups of trainees. As mentioned above, an assessment of the context characteristics and needs – meaning jobseekers' migrant backgrounds and state of the art of distribution in the labour market, and professionals in the career counselling - is strongly recommended.

This approach offers trainers a methodological support while giving them the possibility to take into due account not only country specific needs but also group needs in all those contexts where it would be possible to create homogeneous groups.

Link with knowledge resource elaborated in the framework of the GRASE project.

The informative support of this Toolkit is the experience of the partners on gender equality, intersectionality and diversity & inclusion issues integrated with what emerged from the project activities.

The deliverables issued from GRASE are to be considered key knowledge references for implementing the training, in addition to videos, case studies, self-assessment forms, templates, and maps of good practices.

The bibliography collected by the partners concerning labour inclusion of women with a migrant background, D&I techniques, and interactive training methodologies is another element of support.

In this perspective, in the proposed learning pathway an effort has been made to identify links to original materials developed in the framework of the GRASE project as learning and knowledge resources.



Trainers' characteristics and skills

In this approach, the trainer assumes the role of a learning facilitator or even a coach able to support participants in interactive workshops.

Since the focus is on fostering awareness-raising and promoting the adoption of inclusive behaviours, consortium partners are convinced that trainers should have a background of gender competences, a good knowledge of unconscious biases dynamics and familiarity with stereotypes affecting migrant women and gender stereotypes.

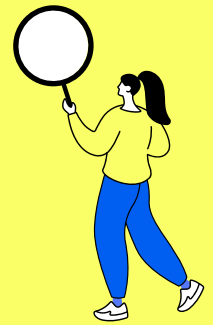
Involving trainers with a migrant background, whenever possible, will offer the possibility for activating deeper reflections and mutual exchanges on several cognitive levels.

Consortium partners suggest that the **FIRST MODULE - *Raising awareness on unconscious biases, with a special focus on gender and race stereotypes*** - is to be conducted by unconscious biases expert with at least five years of experience possibly accompanied, whenever trainee groups account for 25 trainees, by a facilitator with an expertise in team coaching to support smaller groups activities.

For **THE SECOND MODULE** on ***inclusive communication***, an expert in the field should be involved.

In the **LAST MODULE** on ***inclusive career counselling*** there should be a career counsellor expert in diversity&inclusion.

All **MODULES** benefit from the support of a learning designer.



The training contents

The training pathway in a nutshell

Consortium partners propose a training pathway articulated in **3 MODULES** for a total of **24 hours**.

As mentioned, the main purpose of the training is to make career counselling professionals aware that they may be influenced by unconscious biases and support them in developing and adopting in their daily practice strategies and tools to contrast stereotypes and offer more inclusive pathways and services.

The training needs to be either in presence or in synchronous and will include moments of simulations and **role playing** to make the trainees reflect on unconscious behaviours affected by gender and race stereotypes in order to ponder and to elaborate during the training some strategy, checklists, and **behavioural indications** in a participative manner.

Each module of the course includes **workshops** and **confrontations**.

The modules, upon the choice of the learning facilitator, may include typical moments of training and moments of **team coaching**.

In this view, as said, the first module of the training pathway aims to raise awareness on the existence of unconscious biases, to support the acknowledgement of gender and race stereotypes, with a specific focus on stereotypes related to migrant women, and to underline their interaction, thus adopting an intersectional approach to discriminations.

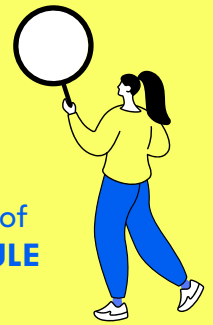
The second module intends to identify gender and race stereotypes in communication and to define tips for inclusive communication.

The third and last module focuses on fostering the inclusive aspects of the services that career counselling professionals offer to migrant women for their inclusion into the labour market implementing an approach that acts against unconscious biases.



Table 1. Overview of the training pathway

Developing awareness strategies against gender and race stereotypes in recruitment		
Title of the module	Learning objectives	Length of the module
MODULE 1: <i>Raising awareness on unconscious biases, with a special focus on gender and race stereotypes</i>	Raising awareness on the existence of unconscious biases	3 hours (3 hours synchronous)
	Recognising stereotypes on women, and mainly women with a migrant background, and their interaction	2 hours (1 hour synchronous and 1 hour asynchronous)
	Understanding the words of discrimination	1 hour in synchronous mode
MODULE 2: <i>Inclusive communication</i>	Recognising gender, race and against women with migrant background stereotypes in communication	4 hours (3 hours synchronous and 1 hour asynchronous)
	Defining tips for inclusive communication	4 hours (3 hours synchronous and 1 hour asynchronous)
MODULE 3: <i>Inclusive career counselling</i>	Implement a counselling approach that acts against unconscious biases: question first impressions, avoid assumptions, avoid generalizing	6 hours (3 hours synchronous and 3 hour asynchronous)
	Improving the welcome phase	4 hours (3 hours synchronous and 1 hour asynchronous)
Total length of the training	24 hours 18 in synchronous and 6 in asynchronous	



Depending on the needs of the participants to the training sessions, the number of asynchronous hours can be increased up to 10. In the description of each **MODULE** below, suggestions in this regard are provided.

Detail of the TRAINING MODULES

THE MODULES are conceived to be consecutive. They are meant to combine theoretical knowledge on key inclusion concepts with learning experiences aimed to give participants the opportunity to see stereotypes in action. During the training pathway participants become aware of how stereotypes, namely stereotypes on women with a migrant background, may condition the relation between the **professional** and the **beneficiary** in career counselling pathways and affect the output of the service (e.g.: limiting migrant women opportunities to find a job coherent with their skills, previous experiences and desires).

THE FIRST MODULE is preliminary to the following ones, setting the general context and asking participants for individual questioning of own behaviours and attitudes.

THE SECOND MODULE starts to provide tools and insights on how to implement a transversal activity such as inclusive communication.

THE THIRD MODULE contextualises what has been learned in the participants' working context, focusing on how to change the usual (unconsciously biased) way of working.

Most of the training will be experiential learning, supporting participants to change attitudes and develop strategies and new behaviours. During the whole pathway participants will:

- **Work in small groups**
- **Implement exercises in couples**
- **Be involved in workshops**
- **Be involved in role plays**
- **Be asked to act and reflect on typical working situations**
- **Implement experiential games**

In order to activate the learning process, learning facilitators will use:

- **Slides**
- **Short videos**
- **Exercises and games**
- **Auto-evaluation forms**
- **Assessing form**
- **Participatory tools to develop check lists and guidelines**

MODULE 1

Raising awareness on unconscious biases, with a special focus on gender and race stereotypes



3 MODULES

short, interactive, with a focus on changing behaviours

MODULE 2

Inclusive communication



MODULE 3

Inclusive career counselling

Raising awareness on unconscious biases, with a special focus on gender and race stereotypes

This is the introductory module of the pathway. Attention should be paid to involve participants, build a trustful relationship between the trainer and participants, explaining that the aim of the initiative is to improve the services and support professionals in what they are already doing.

It should be clarified that there is no judging intention, that being biased is part of our socialisation pathway and that building a more inclusive society asks for the courage of privileged persons to question their own privileges.

It should be clarified that it is an ongoing pathway, that this training aims to start the process and that once acquired some basic knowledge they should find on their own, through the interaction with women with a migrant background, the best way to improve the inclusivity of the services they offer.



Description of the module	<p>The aim of this first module is to raise awareness of the existence of unconscious biases, and that they are part of our socialization pathways and that it is of the utmost importance to be able to recognise and work on one's own biases to counteract discrimination.</p> <p>In order to do this, participants will be supported in the recognition of the most frequent biases about gender and race and on how they interact in daily working contexts. Working in small groups under the lead of the facilitator, professionals help to put in place typical working situations with women with a migrant background in order to identify if / when they can be stereotyped.</p> <p>A special focus will be placed on assessing the welcome phase, where typically the relation is built and where unconscious biases/stereotypes may affect building the trust needed to implement a constructive relationship of support.</p>
Key concepts	<ul style="list-style-type: none"> • Stereotypes, and Unconscious bias • Specific features of gender biases and stereotypes on women with a migrant background • Intersectionality • How to deal with Stereotypes
Module key contents	<ul style="list-style-type: none"> • The map and the territory and their differences • Learning to listen, empathy and obstacles to listening • Unconscious biases: what they are, why they influence how we perceive the world around us, how we can recognise and control them • Gender stereotypes and stereotypes on women with a migrant background: how their intersection influences our attitude toward migrant women • Typical (to the organisation or the team) working situations in which stereotypes may act • How to implement inclusive welcome practices
Suggested methodology	<ul style="list-style-type: none"> • Introduction to the course, creation of the classroom context, gathering participants' expectations, building trust in the group • Icebreaking: at least one small game activity that breaks the ice, introduces the concept of experiential training and perhaps contains a metaphor related to the training topics. • Presentation of key concepts using slides and videos • Interactive exercises on unconscious bias in couples • A brief theoretical contextualisation not only on bias, but also on some aspects of communication: e.g., hints on non-verbal communication, etc.

Suggested organisation of the training

Learning objective n.1	Raising awareness on the existence of unconscious biases 3 hours (2 hours synchronous and 1 hour asynchronous)
Learning objective n.2	Recognising Gender and race stereotypes and their interaction 2 hours (1 hours synchronous and 1 hour asynchronous)
Learning objective n.3	Understanding the words of discrimination 1 hour in synchronous mode
Proposed length of the module	6 hours (4 hours synchronous and 2 hour asynchronous)

Suggested learning Tool

Suggested Learning Tool n.1	Key concepts Module 1
Suggested Learning Tool n.2	<p><u>IAT tests (available in all partners languages)</u></p> <p>The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key.</p> <p>When doing an IAT you are asked to quickly sort words into categories that are on the left and right hand side of the computer screen by pressing the “e” key if the word belongs to the category on the left and the “i” key if the word belongs to the category on the right.</p> <p>The IAT predicts some variance in discriminatory behaviours, but its predictive power to this end seems to be quite reduced. However, it remains an interesting tool to reflect on one’s own stereotypes.</p>

IDEAS FOR INTERACTIVE EXERCISES

1. The culture we are immersed in

Ask every participant to write down on a paper a common say about a discrimination factor (it can be gender, age, skin color, etc.). This activity can be done in asynchronous. Each participant will comment the expression they chose and the discrimination it reveals and then hang the paper on the wall of the room. And open a discussion about the mainstream culture and the most spread prejudices and stereotypes. Please note that this is a very useful exercise to start a work session on stereotypes.

2. Revealing unconscious gender biases and stereotypes on migrant women

The facilitator distributes to each participant one paper with an image/writing of a common object (it is irrelevant which objects as long as they are well known by everybody in the room, for example a fork, a mirror, a key, a pen and so on). Then the facilitator asks to attribute a feminine quality to the object and to write it below the object name, then to pass it to the person to the left that will write down a masculine quality of the object. These activities can be done in asynchronous mode.

At this point the facilitator will ask each person to read the feminine qualities and the masculine qualities and write on two parallel and separate lists the qualities and discuss the outcomes with the classroom.

This is a good exercise to demonstrate how a single judgement is not toxic, but it can reinforce discrimination and prejudice when added to the others.

The exercise can be repeated asking participants to focus on migrant women.

3. Overthrowing stereotypes

Choose a representative example of a stereotyped narrative on migrant women (it can be a commercial, a children's tale, a joke) and ask each participant to analyze it. This activity can be done in asynchronous. The example shall be discussed with the class, dividing it in small groups and ask them to re-write the narrative. Provide each participant with a basic chart to vote and ask every group to perform their story. And nominate the winner for inclusive representations!

4. Understanding your standpoint, understanding intersectionality

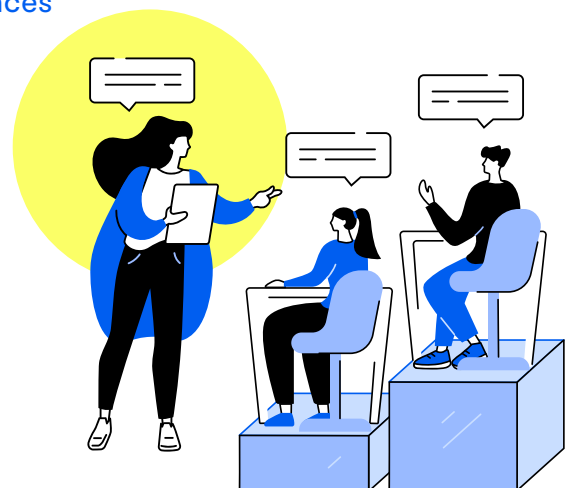
This is a good exercise to explain power relations and intersectionality. Print an intersectionality diagram from the web (there are many, and all alike). Then ask each participant to introduce themselves to the class by using the axes of domination and oppression. Finally have a conversation about what is the class/group power dimensions, which are, eventually, the power inequalities and how you would like to address them during the training.

Inclusive communication

This is the central module of the pathway. Attention should be paid to underline the crucial importance of communication in the interaction with other people as well as in daily working activities. Participants should focus on the power of words and on how verbal and non-verbal attitudes may influence the possibility to create inclusive environments, despite good intentions.

Participants should be helped to reflect on how the so-called neutral language – “standard” (masculine) words we are used to applying to describe multi-faced situations – actually is a blind language, which doesn’t allow us to recognise the existence of differences.

Participants should be helped to develop their awareness of the fact that not being mentioned – not being included in the words that describe reality – makes people – and namely women with a migrant background – and their specificities invisible. Participants should be helped to reinforce their listening attitudes, making the effort not to give for granted mutual understanding with their beneficiaries with very different cultural backgrounds; they should be helped to be open to welcome non-standard job experiences in order to valorise profiles, competences and skills which may seem unusual however suitable to enable (working and inclusion) potentialities. Job counsellors should become able to build bridges between women with a migrant background previous working experiences and the future ones, “translating” the knowledge and skills these women have matured into competencies required by local job market.



Description of the module	<p>The aim of this module is to support professionals to develop inclusive communication skills. Professionals will be supported in recognising that so-called neutral communication can actually be gender and race blind: not mentioning and not making visible women of all skin colours in communication is a way not to recognise their different existence and not to take on board their specific needs.</p> <p>A first part of this module is dedicated to supporting professionals to develop inclusive listening skills, in their daily working life including during interviews with beneficiaries. Professionals will be stimulated to reflect on: how to avoid taking things for granted; how to take on board different view-points; how to contextualize answers and behaviours. A second part of this module is dedicated to the creation of a check list on how to draft inclusive job vacancy announcements and on how to conduct a job interview in an inclusive manner.</p> <p>Guided by the facilitator professionals will:</p> <ul style="list-style-type: none"> • Assess their most recent vacancies to check if they have been drafted (unconsciously) in a way that could support stereotypes instead of contrasting them • Re-write some of these announcements in a more inclusive way • Define a checklist of key points to check/avoid in order to draft inclusive job vacancies announcements
Key concepts	<ul style="list-style-type: none"> • Inclusive and blind communication • Situated knowledge • Intersectional approach • How to avoid discriminatory communication and develop inclusive listening skills
Module key contents	<ul style="list-style-type: none"> • Inclusive communication versus (apparently) neutral communication • Inclusive listening • Welcoming different view-points • Tips on inclusive communication: what needs to be avoided
Suggested methodology	<ul style="list-style-type: none"> • Presentation of key concepts using slides and videos • Interactive exercises on empathy and the emotional aspects • Workshop: how to draft inclusive job vacancies announcements • Workshop: how to manage inclusive job interviews • Reflection on the process

Suggested organisation of the training

Learning objective n.1	Recognizing gender and race stereotypes in communication 4 hours (2 hours synchronous and 2 hour asynchronous)
Learning objective n.2	Defining tips for inclusive communication 4 hours (2 hours synchronous and 2 hour asynchronous)
Proposed length of the module	8 hours (4 hours synchronous and 4 hour asynchronous)

Suggested learning Tool

Suggested Learning Tool n.1	Key concepts Module 2
Suggested Learning Tool n.2	Trainers' presentation on tips for inclusive communication
Suggested Learning Tool n.3	Case studies on professional working tools

IDEAS FOR INTERACTIVE EXERCISES

1. Describe him / her / themselves

After a very short observation, each participant is asked to introduce the person on his / her / their right. The introduced participant will then correct any false information and introduce the next person. The exercise shows that conclusions about someone based just on appearances are often inaccurate.

2. Understanding your standpoint, understanding intersectionality

This is a good exercise to explain power relations and intersectionality. Print an intersectionality diagram from the web (there are many, and all alike). Then ask each participant to introduce itself to the class by using the axes of domination and oppression. Finally have a conversation about what is the class/group power dimension and which are, eventually, the power inequalities and how you would like to address them during the training.

3. Proverbs exercise

This is a good exercise to realise how much the language is informed by stereotypes. Invite the participants to share the proverbs, and namely proverbs concerning women, also with migrant background, with the others and use a keyboard or a projector to make all the proverbs quoted visible and discuss their messages with the classroom.

4. Building a positive model

In small groups, ask the participant to rewrite a well-known fairy tale (Little Red Riding Hood? Snow White?) by constructing a positive model of the protagonist and the other characters. This activity can be done in asynchronous.

5. Building inclusive tools

Ask each participant to select a recent job announcement from their centre / agency and to question if the announcement is inclusive enough, starting from these probing questions:

Does it explicitly mention the beneficiaries' target?

Does it ask for unnecessary / ancillary skills / qualifications, difficult to be demonstrated by women with migrant background?

Does it "talk" to migrant women?

How could it be re-shaped to make it more inclusive?

This activity can be done in asynchronous.

Participants will be then divided into small groups confronting their announcement.

Ask each group to list 3 suggestions for making job announcements more inclusive.

Participants should discuss in plenary these tips and build from them a checklist to support their daily activities.

Inclusive career counselling

This is the conclusive module of the training. Attention should be paid to contextualise lessons learnt into concrete working environments. Participants should be helped to translate into practice the more general reflections on stereotypes, unconscious biases and inclusive communication implemented in previous modules.

They should focus on how they can improve their procedures and practices to help migrant women feel welcomed and understood in the employment services.

They should be helped to question their usual way of doing things to detect if any involuntary discrimination message is delivered in the different steps of the counselling services. Participants should be helped to develop their awareness of the fact that not being mentioned Special attention will be paid to the welcoming phase since key elements of the relationships, such as trust and the feeling of being understood, tend to be developed in the very first moments of getting to know each other.

Professionals should be helped to recognise their unconscious biases towards women with a migrant background in order to put under questioning the job/inclusion opportunities they tend to offer to this group and see if these match women competences and skills or are limited by the (unconsciously biased) vision career counselling professionals may have of this group of beneficiaries (e.g.: migrant women can only work in cleaning/care sectors).

Participants should be helped to support women with a migrant background valorising informal learning and informal competencies they may have acquired in their lives and to consider/design for them inclusion pathways not necessarily focusing on “traditional for this group” jobs. Developing unbiased attitudes may help career counselling professionals to “see out of the box” and provide women with migrant background support not only to find a job but also to take into due consideration their expectations and desires.



Description of the module	<p>The aim of this learning module is to support career counselling professionals to develop behaviours and techniques to foster the inclusive aspects of the services they offer to migrant women for their inclusion into the labour market. Together with the facilitator they will:</p> <ul style="list-style-type: none"> • Assess if the current set of services/pathways to labour inclusion unconsciously presents stereotypes instead of contrasting them • Define a set of tips to keep under control and to improve the level of inclusivity of the pathways and services they offer.
Key concepts	<ul style="list-style-type: none"> • Inclusion in practice • Why inclusive career pathways • How to recognise unconscious biases towards migrant women in practices
Module key contents	<ul style="list-style-type: none"> • Strategies for inclusion • How to tackle discriminations • Best practices: how to explore different contexts • Assessing the actual implementation of the services • Workshop: how to make existing recruitment and counselling services more inclusive
Suggested methodology	<ul style="list-style-type: none"> • Presentation of key concepts using slides and videos • Interactive exercises on unconscious biases in couples • Guided re-construction of a typical welcoming procedure • Role playing on the procedures aimed to detect where unconscious biases intervene • Simulation and roleplaying on how to interact with migrant women when welcoming them into the counselling services • Reflect on typical working situations • Guided re-construction of a typical welcoming procedure • Role playing on the procedures aimed to detect where unconscious biases intervene • Simulation and roleplaying on how to listen to and see migrant women when welcoming them into counselling services

Suggested organisation of the training

Learning objective n.1	Improving the welcome phase 4 hour (2 hours synchronous and 2 hour asynchronous)
Learning objective n.2	Implement a counselling approach that takes action against unconscious biases: question first impressions, avoid assumptions, and avoid generalizing 6 hours (3 hours synchronous and 3 hour asynchronous)
Proposed length of the module	10 hours

Suggested learning Tool

Suggested Learning Tool n.1	Key concepts Module 3
Suggested Learning Tool n.2	COPs maps; videos Read the text “About International Migrants’ Day” #StandUp4Migrants Read “How to take actions and stand up for migrants” at the UN Human Rights Office social media channels: Facebook /unitednationshumanrights, YouTube/UNOHCHR, Twitter @UNhumanrights, and join one or all of them.
Suggested Learning Tool n.3	Work on case studies

IDEAS FOR INTERACTIVE EXERCISES

1. Get familiar with stereotypes on women with a migrant background in practices: what can be changed?

Participants divided into groups should see one or more videos from the UN Human Rights Office series of animated videos to amplify the voices of migrants. They should reflect on the videos messages and list what would need to be changed to welcome migrant voices.

Website

2. Inclusive tools – building inclusive welcoming

Ask each participant to describe step by step the welcoming phase, starting from these probing questions:

- **How and when does the first contact happens?**
- **How do professionals talk to beneficiaries?**
- **Are migrant women asked to do anything differently / are professionals doing anything different when they deal with migrant women instead of beneficiaries belonging to other groups?**
- **Once described the welcoming process should be assessed – is there a moment they recognise as acting unconscious biases?**
- **How could it be re-shaped to make it more inclusive?**

This activity can be done in asynchronous.

The participants will be then divided into small groups.

Ask each group to list 3 suggestions for making welcoming steps more inclusive.

Participants should discuss in plenary these tips and build from them a checklist to support their daily activities.

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Implicit Bias Resource Guide

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