



SMILE

Supporting Migrant Inclusion in Lifelong Learning and Education

IO4: Peer Mentoring for supporting migrant communities

All I Want: Trainer notes



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This course aims to deal with some of the barriers that migrants face when it comes to lifelong learning. We find it crucial that every human has the possibility and is encouraged to continue to gain knowledge and skills and by doing so is in charge of shaping and taking control over their own lives/futures.

When people are moving from one place to another a lot of realities change and adjustments are needed. In addition, people might need other skills and knowledge in order to find employment. During this course we want to help foster critical reflection of the participants which will in turn help them in increasing their access to lifelong learning opportunities. Instead, we want to focus on transferable skills which are valuable and crucial for all kind of jobs, such as interpersonal skills, communication, personality and self-awareness. We believe that no matter where you live, people need to have access to lifelong learning opportunities.

We have identified a gap in migrants' inclusion process regarding their lifelong learning process and therefore we developed this course aiming to tackle this issue. Before we share the content developed for this issue, we would like to share with you our philosophy when it comes to adult teaching:

The starting point is an underlying philosophy of teaching. We all have one, though it may not be formally articulated. The outline below is the one that we highly support:

1. TEACHING IS DIALOGUE

From the time Socrates walked along garden paths in Greece, engaging participants in dialectic reasoning as a means by which knowledge is conveyed and produced, we have recognized that dialogue between participants and teachers and between participants and other participants are absolutely fundamental to the process and outcome of learning and teaching.

2. LEARNING IS ENGAGEMENT

While passive attending can result in learning, we believe participants learn much better when engaged with content and with the process of instruction. Some of the best teaching methods incorporate active participation and one of our primary goals is engaging such participation.

3. GROWTH IS DISCOVERY

The desire for knowledge begins with wonder, carries through with pursuing curiosity and is driven by a need for the discovery and synthesis of knowledge. Good teaching enables participants to satisfy wonder, exercise curiosity and associate what is new with what is already known.

4. KNOWLEDGE IS APPLICATION

We demonstrate knowledge when we apply it appropriately and effectively. It becomes evident and relevant when it is used. It is also the application of knowledge that serves to reinforce learning. It is how we test out and demonstrate its benefit.

Because we have based our course on this philosophy, we have integrated the exercises in the course (in the PowerPoint) so that participants can apply the knowledge straight away.

We have provided you with five documents:

1. "All I want" PowerPoint (course to share with participants)
2. Teacher notes (that is the document you are reading right now, which provides trainers with all the necessary information)



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All I Want: Trainer notes

3. “Exercises” document (all the exercises which are included in the PowerPoint are explained in detail here). This document provides additional exercises as well, so that the trainer can choose if he/she wants to replace some of those which are proposed in the PowerPoint with another one. Choose the one that serves you and your participants the best.

4. Background information document on the SMILE project

5. Time outline for each session

Look at each session and identify when you feel it would be good to check in with your participants to see if they are still actively involved and understand what you are sharing.

Two examples of how you could do that are provided below:

Muddiest Point –“What was the “muddiest point” in today’s lecture?” or, “What (if anything) do you find unclear about the concept of ‘personal identity’ (‘inertia’, ‘natural selection’, etc.)?”

Clarification Pauses – This is a simple technique aimed at fostering “active listening.” Throughout a lecture, particularly after stating an important point or defining a key concept, stop, let it sink in, and then (after waiting a bit!) ask if anyone needs to have it clarified. You can also circulate around the room during these pauses to look at students’ notes, answer questions, etc. Participants who would never ask a question in front of the whole class may ask questions during a clarification pause as you move around the room.

In the following pages you can find general information on different topics based on when they are discussed in the PowerPoint presentation.

Finally, additional questions for discussion are provided in the notes, as well as YouTube links and/or website links. Some of the training sessions will also have homework activities.



Background information on the topics addressed in each session

Introduction:

Malala Yousafzai is a Pakistani education advocate who, at the age of 17, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Born on July 12, 1997, Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, *I Am Malala*. In 2014, she won the Nobel Peace Prize.

Why 'ALLI want'?

Do I really want education?

Is education really all that you want? Ask this your participants.

You don't want to start your own business or see you daughter get married or see peace returning to your country?

Ask participants what they think this quote means. You probably get a lot of different answers. That is the point we are trying to make with this quote. We might read or see something but we will interpret it differently. We are a diverse group of people in this course and we want to acknowledge and celebrate that. Encourage your participants to have a non-judgmental attitude throughout the different sessions.

Education is not easily accessible for all people, especially when you become older.

Why is fear mentioned?

Which feelings arise?

We all have to go through different barriers to get to where we want to be in life. Ask the participants about the barriers (fears and feelings) they experience towards attending this course. Ask participants to identify where these fears come from and whether they are internal (personal) or they are related with external factors (prejudices and discrimination).

Who is 'NO ONE'?

Who and what?

Ask the participants to identify more specifically who or what they are afraid of.

Personal might be: lack of confidence or background literacy factors.

External factors could be the way other people in the migrant community will look at them.

What is the price? What are you willing to pay?

Sacrifice

Ask the participants if you expect from them to make some sacrifices in order to participate in this course and get the most out of it. They will need to come prepared to the sessions, do their homework, prioritise themselves and show discipline. Ask participants to identify areas in their lives which could 'keep them out' (hindering their actively involvement in the course). Ask participants to come up with a coping mechanism to address these areas. Also encourage the participants to support one another and help each other out. We aim at a motivation message at the end, something like:

'You made it so far! You are here, present at the first session of this course. We believe you will have a great time with us and that you will also learn a lot. Why would you want to keep this great opportunity away from you? I know there are always other things that you have to do such as work, housework, family obligations etc. I believe you are also serving all these other people when you



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prioritize yourself every now and then, so investing in your future is never a waste! Join us for this five sessions! Who is on board?'

Session one: Democracy

The word democracy comes from ancient Greek, with 'demos' meaning 'the people' and 'kratos' meaning 'to rule'. So its literal meaning is rule by the people.

In simple terms, democracy means that the people are entitled to influence important decisions that affect their lives. Instead of having one person making all the decisions in a country, democracy brings together the views and interests of all people so that the future of the country can be decided based on all these views. Democracy is rule by the majority.

We now have a democracy which includes a new Constitution with a vision for "a society based on democratic values, social justice and fundamental human rights".

Government is the means by which state policy is enforced, as well as the mechanism for determining the policy of the state. A form of government, or form of state governance, refers to the set of political institutions by which a government of a state is organized (synonyms include "regime type" and "system of government"). Governments consist of two broad interplaying elements that generally determine how a government is coded: the power source and the power structure. Power source refers to the individuals and institutions that exercise governing authority over a state and the means by which they obtain their power, while power structure refers to the system by which they are organized.

In the case of its broad definition, government normally consists of legislators, administrators, and arbitrators. Government is the means by which state policy is enforced, as well as the mechanism for determining the policy of the state. States are served by a continuous succession of different governments. Each successive government is composed of a body of individuals who control and exercise control over political decision-making. Their function is to make and enforce laws and arbitrate conflicts. In some societies, this group is often a self-perpetuating or hereditary class. In other societies, such as democracies, the political roles remain, but there is frequent turnover of the people actually filling the positions.

South Africa is one of the youngest democracies in the world. Only in 1994, after much struggle and sacrifice, were all citizens granted the right to freely and fairly vote for their representative government, under a democratic Constitution.

North Korea:

North Korea is a one-party state led by a dynastic totalitarian dictatorship. Surveillance is pervasive, arbitrary arrests and detention are common, and punishments for political offenses are severe. The state maintains a system of camps for political prisoners where torture, forced labour, starvation, and other atrocities take place. While some social and economic changes have been observed in recent years, including a growth in small-scale private business activity, human rights violations are still widespread, grave, and systematic.

EU:

The European Union is based on a strong commitment to promoting and protecting human rights, democracy and the rule of law worldwide. Human rights are at the very heart of EU relations with



other countries and regions. Promoting human rights work can help to prevent and resolve conflicts and, ultimately, to alleviate poverty.

EU policy includes:

- working to promote the rights of women, children, minorities and displaced persons;
- opposing the death penalty, torture, human trafficking and discrimination; defending civil, political, economic, social and cultural rights;

And defending the universal and indivisible nature of human rights through full and active partnership with partner countries, international and regional organisations, and groups and associations at all levels of society.

What does the EU mean to you?

As a citizen it is not something you will deal with much. Although more than you might think, watch video.

How does it influence your life?

Right protection, equal opportunities due to travel and resistance possibilities.

European court of human rights:

All agreements on trade or cooperation with non-EU countries (over 120 now) include a human rights clause stipulating that human rights are central to relations with the EU. The EU has imposed sanctions for human rights breaches in a number of instances.

The EU also pursues human rights dialogues with over 40 countries and organisations, including Russia, China and the African Union.

Through the European instrument for democracy and human rights (EIDHR), the EU supports groups and associations or individuals that defend human rights and fundamental freedoms, democracy and the rule of law.

Council of Europe:

COE is the leading human rights organization founded in 1949 and an official UN observer. Includes 47 member states, 28 of which are members of the EU.

All COE members have signed the European convention on Human rights, a treaty designed to protect human rights, democracy and the rule of law.

The European Court of Human Rights oversees the implementation of the Convention in the member states.

Unlike the EU, the Council of Europe cannot make binding laws, but it does have the power to enforce select international agreements reached by European states on various topics. The best known body of the Council of Europe is the European Court of Human Rights, which Convention on Human Rights.

Monitoring Mechanism:

The Directorate General of Democracy (“DGII”) supports the Council of Europe in fields which are vital for the sustainability of democracy: ensuring respect for human dignity without discrimination on the basis of human rights standards; improving the functioning of democratic institutions; and



strengthening the democratic competencies of Europe's citizens and their willingness to engage in the democratic process and promoting respect for diversity in Europe's societies, in a spirit of solidarity and tolerance, based on the human rights and legal standards of the Council of Europe.

World forum for democracy:

The World Forum for Democracy is a unique platform for political decision-makers and activists to debate solutions to key challenges for democracies worldwide. By identifying and analysing experimental initiatives and practices, the Forum highlights and encourages democracy innovations.

Discussion Question:

Democracy:

- What are the three branches of power in a democracy?
- What does each branch do?
- What are checks and balances?
- What are some examples of checks and balances?
- Democracy is about protecting the best interests of the people. What are some of those interests?
- What does it mean to monitor?
- Does it improve or disprove the current democratic state? If so, how? If not, why?
- Who should have the responsibility to monitor other institutions to act fair and lawfully?
- Should the obligation to monitor be limited to them? Why or why not?

Civil society:

Civil society refers to the space for collective action around shared interests, purposes and values, generally distinct from government and commercial for-profit actors. Civil society includes charities, development NGOs, community groups, women's organizations, faith-based organizations, professional associations, trade unions, social movements, coalitions and advocacy groups. However civil society is not homogeneous and the boundaries between civil society and government or civil society and commercial actors can be blurred. There is certainly no one 'civil society' view, and civil society actors need to contend with similar issues of representativeness and legitimacy as those of other representatives and advocates.

Despite its complexity and heterogeneity, the inclusion of civil society voices is essential to give expression to the marginalised and those who often are not heard. Civil society actors can enhance the participation of communities in the provision of services and in policy decision-making. Recognizing this, the Commission on Social Determinants of Health (CSDH) was set up with a separate civil society stream of work on social determinants of health, which contributed case studies and a separate report in addition to conducting workshops and contributing to meetings and the final report. The CSDH report identifies the need to tackle the inequitable distribution of power as essential to reducing health inequities. The continued involvement of civil society and the participation of communities in work on social determinants of health will thus be fundamental to the chances of success in closing the gap in a generation.

Civil society, non-state actors and local authorities are privileged partners of the EU. In 2002, the Commission defined its vision of Non-State Actors involvement in development cooperation in a policy document. This involvement covers non-state actors' participation in service delivery as well as their role as key actors of democratic governance processes.



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Civil society and international organisations are the primary actors of most of the thematic programmes managed by the EU. One of those programmes is specifically dedicated to Civil society and local authorities.

When mobilized, civil society - sometimes called the “third sector” (after government and commerce) - has the power to influence the actions of elected policy-makers and businesses. But the nature of civil society - what it is and what it does - is evolving, in response to both technological developments and more nuanced changes within societies.

YouTube links clips:

1. <https://www.youtube.com/watch?v=B7tEoPHpnTg> (world forum for democracy 0.00 – 1.35)
2. <https://www.wheel.ie/blog/2018/05/role-civil-society-video> (role civil society)
3. <http://www.civicsacademy.co.za/video/separation-of-powers/> (power in a democracy)

Useful websites with more info on this topic:

Malala:

1. <https://www.malala.org/malalas-story>

Democracy:

1. <https://courses.lumenlearning.com/boundless-politicalscience/chapter/forms-of-government/>
2. <https://www.idea.int/gsod-indices/#/indices/world-map>
3. <https://freedomhouse.org/report/freedom-world/freedom-world-2019>
4. <https://www.idea.int/publications/catalogue/assessing-quality-democracy-practical-guide>
5. <https://www.idea.int/sites/default/files/publications/assessing-the-quality-of-democracy-a-practical-guide.pdf>

North Korea:

1. <https://www.crisisgroup.org/asia/north-east-asia/korean-peninsula/north-korean-style-democracy-and-prospects-true-democratisation>
2. <https://freedomhouse.org/report/freedom-world/2018/north-korea>

EU:

1. https://ec.europa.eu/europeaid/sectors/human-rights-and-democratic-governance/human-rights/human-rights-mechanisms-and-instruments_en
2. https://ec.europa.eu/europeaid/how/finance/eidhr_en.htm
3. <https://www.europeforcitizens.ie/> -> The wheel
4. www.europa.eu

Council of Europe:

1. <https://www.coe.int/en/web/about-us/who-we-are>
2. https://www.coe.int/en/web/human-rights-rule-of-law/monitoring_mechanism
3. <https://www.coe.int/en/web/world-forum-democracy>

World forum for democracy:

1. <https://www.coe.int/en/web/world-forum-democracy>



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Civil society:

1. https://www.who.int/social_determinants/themes/civilsociety/en/
2. <https://www.un.org/en/sections/resources-different-audiences/civil-society/>
3. <https://www.weforum.org/agenda/2018/04/what-is-civil-society/>
4. <http://catherinedonnellyfoundation.org/wp/project-theatre-for-living/>

Session 2: Human rights and conflict

What are Human Rights?

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.

International Human Rights Law

International human rights law lays down the obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

One of the great achievements of the United Nations is the creation of a comprehensive body of human rights law—a universal and internationally protected code to which all nations can subscribe and all people aspire. The United Nations has defined a broad range of internationally accepted rights, including civil, cultural, economic, political and social rights. It has also established mechanisms to promote and protect these rights and to assist states in carrying out their responsibilities.

The foundations of this body of law are the Charter of the United Nations and the Universal Declaration of Human Rights, adopted by the General Assembly in 1945 and 1948, respectively. Since then, the United Nations has gradually expanded human rights law to encompass specific standards for women, children, persons with disabilities, minorities and other vulnerable groups, who now possess rights that protect them from discrimination that had long been common in many societies.

Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 by General Assembly resolution 217 A (III) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. Since its adoption in 1948, the UDHR has been translated into more than 500 languages – the most translated document in the world - and has inspired the constitutions of many newly independent States and many new democracies. The UDHR, together with the International Covenant on Civil and Political Rights and its two Optional Protocols (on the complaints procedure and on the death penalty) and the International Covenant on Economic, Social and Cultural Rights and its Optional Protocol, form the so-called International Bill of Human Rights.

Economic, Social and Cultural Rights

The International Covenant on Economic, Social and Cultural Rights entered into force in 1976, and had 164 states parties by the end of October 2016. The human rights that the Covenant seeks to promote and protect include:

- the right to work in just and favourable conditions



- the right to social protection, to an adequate standard of living and to the highest attainable standards of physical and mental well-being;
- the right to education and the enjoyment of benefits of cultural freedom and scientific progress.

Political and civil rights:

The Optional Protocol entered into force in 1976. The Covenant had 167 states parties by the end of 2010. The Second Optional Protocol was adopted in 1989. The Covenant deals with such rights as freedom of movement; equality before the law; the right to a fair trial and presumption of innocence; freedom of thought, conscience and religion; freedom of opinion and expression; peaceful assembly; freedom of association; participation in public affairs and elections; and protection of minority rights. It prohibits arbitrary deprivation of life; torture, cruel or degrading treatment or punishment; slavery and forced labour; arbitrary arrest or detention; arbitrary interference with privacy; war propaganda; discrimination; and advocacy of racial or religious hatred.

Human Rights Council:

This council was established on 15 March 2006 by the General Assembly and reporting directly to it, replaced the 60-year-old UN Commission on Human Rights as the key UN intergovernmental body responsible for human rights. The Council is made up of 47 State representatives and is tasked with strengthening the promotion and protection of human rights around the globe by addressing situations of human rights violations and making recommendations on them, including responding to human rights emergencies.

A series of international human rights treaties and other instruments adopted since 1945 have expanded the body of international human rights law. They include the Convention on the Prevention and Punishment of the Crime of Genocide (1948), the International Convention on the Elimination of All Forms of Racial Discrimination (1965), the Convention on the Elimination of All Forms of Discrimination against Women (1979), the Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities (2006), among others.

Education:

- The educational devised
- Around 124 million children between 6-15 years old have either never started school or have dropped out, compared to 122 million in 2011.
- Children between 12-15 years old who should be in lower secondary education are almost twice as likely to be out of school as primary school-aged children.
- Some 31 million girls worldwide do not attend primary school.
- Some 34 million girls are absent from secondary school.
- An estimated 24 million girls may never enter school

(Human Rights Watch, 2019)

The Universal Declaration of Human Rights : peace and human rights are linked

“Whereas recognition of the inherent dignity and of equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”

Breaches of economic and social rights usually lead to conflict

Breaches of political and civil rights are considered immediate triggers of violent conflict



Human rights give guidance on a better response to violent conflict, on how to contain this conflict and to resolve it.

Human rights education is therefore very important

Link human rights and conflict:

Breaches of human rights committed during armed conflict can include: suffering, displacement, devastation, assault on the fundamental right to life, massacres, torture, indiscriminate attacks on civilians, execution of prisoners, starvation of entire populations, rape and forced prostitution of women and girls, abduction of children to serve as soldiers, destruction of homes, schools and hospitals, collapse of infrastructure

Bring back our girls: Boko haram, Nigeria. See website link for more info.

How to deal with human rights abuses?

The most difficult issue: keeping the JUSTICE and PEACE perspectives

Human rights advocates argue that grave human rights violations must not go unpunished because:

- If impunity prevails, those groups that have suffered the gravest HR breaches will retain a sense of grievance, hindering long term peace
- Punishment of those guilty of HR abuses will act as a deterrent
- A just society cannot be built on a culture of impunity!

But, insistence on prosecuting individuals in a conflict resolution context may prove to be an obstacle in ensuring cessation of hostilities.

Solutions:

Trials, domestic courts, hybrid courts, international tribunals

Truth Commissions: seek to uncover the truth but are not prosecutorial devices

Human rights education

Elimination of structural and cultural violence

Peacebuilding

Context important

Time factor: General Pinochet, 1998, 2000

Personalities: Nelson Mandela, Desmond Tutu

While some may believe that 'justice delayed is justice denied', at times justice

Group conflict

Human rights violation of economic and social nature do not necessarily result in violent conflict. But it is the 'discriminatorization' of relative poverty that leads to violent conflict. That is, when poverty is, or is somehow perceived as, 'inflicted' on a certain group. Example: "I am poor because I am discriminated against and I am discriminated against because I am Hindu or black or Muslim or Catholic". This equation can be internalized by a group and becomes part of their identity. The discriminatory practices become part of the collective memory of the group. Memories strengthen the identity of the group. Discrimination and victimhood enter the group's collective memory and usually persist after discrimination ceases



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Discussion Questions:

What does peacebuilding mean?

What do you think the process looks like?

Do you think peacebuilding always works? Why or why not?

Do you think context is important? Why or why not?

How does it shape the peacebuilding process?

What are the personalities of some famous public figures, like Nelson Mandela or Desmond Tutu?

Do you think you have those personalities?

Would you know of any other famous public figures that share similar or different personalities? If so, who? Why do you think that?

What does it mean to have a position?

What does it mean to have an interest?

Are they the same thing?

Useful websites with more info on this topic:

Human rights:

1. http://www.claiminghumanrights.org/udhr_article_4.html
2. <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>
3. <https://www.un.org/en/sections/issues-depth/human-rights/>
4. <https://www.coe.int/en/web/human-rights-rule-of-law/monitoring-mechanism>
5. <http://www.un.org/en/sections/issues-depth/human-rights/>
6. https://europa.eu/european-union/topics/human-rights_en

Bring our girls back, Nigeria:

1. <https://www.theguardian.com/tv-and-radio/2018/oct/22/bring-back-our-girls-documentary-stolen-daughters-kidnapped-boko-haram>

Session 3: Identity and leadership

Culture:

Key point Ted talk: perception

People see what they want to see, they don't always see what you see

Accepted and familiar

You often believe what people tell you

Ask the why question.

- What are some examples of culture?
- What is your culture?
- How is it different from the person sitting next to or across from you?

Cross cultural communication:

What does it mean to you?

It looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavour to communicate across cultures.

How do you approach this?



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Think of awareness acceptance, open-mindedness.

It is important that people communicating across cultures practice patience and work to increase their knowledge and understanding of these cultures. This requires the ability to see that a person's own behaviours and reactions are often culturally driven and that while they may not match our own, they are culturally appropriate.

Accept and explain that you come from different background and that therefore different behaviours are acceptable and familiar to you. Other cultures are different, but there should not be a hierarchical approach to ranking the different cultures.

Be curious to understand where people are coming from and why they act the way they do.

Not only about the culture of the person you are engaging with but mainly becoming aware of your own culture.

Is it possible to communicate across cultures?

Yes, if you invest in understanding each other cultures, then it is very well possible to effectively communicate with each other.

Gender stereotypes:

A gender stereotype is a generalised view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by women and men. A gender stereotype is harmful when it limits women's and men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives.

There are four basic kinds of gender stereotypes:

1. *Personality traits* - For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.
2. *Domestic behaviours* - For example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.
3. *Occupations* - Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.
4. *Physical appearance* - For example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and make-up).

But some people don't neatly fit into the categories of "man" or "woman," or "male" or "female." For example, some people have a gender that blends elements of being a man or a woman, or a gender that is different than either male or female. Some people don't identify with any gender. Some people's gender changes over time.

People whose gender is not male or female use many different terms to describe themselves, with non-binary being one of the most common. Other terms include genderqueer, agender, bigender, and more. None of these terms mean exactly the same thing – but all speak to an experience of gender that is not simply male or female.



Gender stereotype that limits women's gaining of personal abilities, pursuing their professional careers and making choices about their lives and life plans. For example, women are nurturing, women are irrational, men who cry are weak.

Look at picture in the PowerPoint that are rebutting gender stereotypes and ask for the participants their reactions.

This images are meant to provoke some reflection and discussion.

How can you fight gender stereotypes?

1. *Point it out* - Magazines, TV, film, and the Internet are full of negative gender stereotypes. Sometimes these stereotypes are hard for people to see unless they're pointed out. Be that person! Talk with friends and family members about the stereotypes you see and help others understand how sexism and gender stereotypes can be hurtful.
2. *Be a living example* - Be a role model for your friends and family. Respect people regardless of their gender identity. Create a safe space for people to express themselves and their true qualities regardless of what society's gender stereotypes and expectations are.
3. *Speak up* - If someone is making sexist jokes and comments, whether online or in person, challenge them.
4. *Give it a try* - If you want to do something that's not normally associated with your gender, think about whether you'll be safe doing it. If you think you will, give it a try. People will learn from your example.

Hyper femininity/masculinity:

- Hyper femininity is the exaggeration of stereotyped behaviour that's believed to be feminine.
- Hyperfeminine folks exaggerate the qualities they believe to be feminine. This may include being passive, naive, sexually inexperienced, soft, flirtatious, graceful, nurturing, and accepting.
- Hypermasculinity is the exaggeration of stereotyped behaviour that's believed to be masculine.
- Hypermasculine folks exaggerate the qualities they believe to be masculine. They believe they're supposed to compete with other men and dominate feminine folks by being aggressive, worldly, sexually experienced, insensitive, physically imposing, ambitious, and demanding.

Hyperfemininity vs. Hypermasculinity

-What is the main difference?

- What are some examples?

- What the gender norm like where you are from?

- How is it different here?

- Prepare gender norms in your country beforehand.

- What are your thoughts about gender equality?

- How do you perceive gender identity versus sexual orientation?

- Does that shape your capacity to interact with others who do or do not perceive themselves as male or female? If so, in what ways?

- What does being supported at work look like for men vs women?



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- What does being supported at home look like for women vs men?

Prejudices vs discrimination:

Prejudice has to do with the inflexible and irrational attitudes and opinions held by members of one group about another, while discrimination refers to behaviours directed against another group. Being prejudiced usually means having preconceived beliefs about groups of people or cultural practices. Prejudices can either be positive or negative—both forms are usually preconceived and difficult to alter. The negative form of prejudice can lead to discrimination, although it is possible to be prejudiced and not act upon the attitudes. Those who practice discrimination do so to protect opportunities for themselves by denying access to those whom they believe do not deserve the same treatment as everyone else.

What the EU is doing regarding discrimination?

It is illegal to discriminate on the grounds of a person's age, disability, gender, race, religion or sexual orientation. Yet only one-third of EU citizens are fully aware that they are legally protected against discrimination.

There are various ways the EU is informing people about their rights to fight discrimination. The EU supports NGOs, social partners and equality bodies to combat discrimination. Supports equality policies at a national level between EU countries. Establishes anti-discrimination training activities. Also pushes for diversity management in companies

Integration:

Integration: Immigrant's preference to maintain both ethnic identity while interacting with other groups (Berry, 2006).

Assimilation: When a person does not wish to maintain his or her cultural identity and take up the cultural identity of the dominant society (Berry, 2006).

Separation: When an individual does not become involved in the dominant culture and instead focuses on his or her own cultural heritage (Berry, 2006).

Marginalization: When the individual has little interest to keep his or her own cultural heritage as well as take up the dominant cultural identity (Berry, 2006).

Discussion questions:

Culture:

- In what ways does cross-cultural communication approach change?
- Which factors influence how you properly engage with someone? Is it language, religion, age, gender, education, geographical context, or all the above? Why or why not?
- How could you improve your cross-cultural communication?
- Could you teach your fellow friends and family members about cross-cultural communication? If so, how does that look like?

Gender roles and awareness:

- What does gender mean to you?
- What does gender role mean to you?
- What does gender identity mean to you?



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All I Want: Trainer notes

- Are there any challenges that arise with gender identity when you reflect back to your country of origin? If so, in what ways?
- Are there any similarities and/or differences with the current context?
- What does being supported at work look like for men vs women?
- What does being supported at home look like?

Extra homework assignment on culture:

- Engage with a local resident.
- Keep note of what the current cultural context of this resident is compared to your own.
- Find similarities and/or differences on how to communicate with people from your cultural community and the foreigners.
- Bring to next session to share and discuss in class.

Useful websites with more info on this topic:

Discrimination:

1. https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination_en
2. <https://www.cliffsnotes.com/study-guides/sociology/race-and-ethnicity/prejudice-and-discrimination>
3. Show video: <https://www.youtube.com/watch?v=da6UCBskqNk> (What is Discrimination?)

Gender:

1. <https://www.ohchr.org/en/issues/women/wrgs/pages/genderstereotypes.aspx>
2. <https://www.plannedparenthood.org/learn/sexual-orientation-gender/gender-gender-identity/what-are-gender-roles-and-stereotypes>

Integration:

1. <https://migrationdataportal.org/themes/migrant-integration>
3. <https://www.unhcr.org/local-integration-49c3646c101.html>

Session 4: Confidence building

As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives. Our family, friends, community and the experiences we have had all contribute to our sense of who we are and how we view the world. As community services workers, we are often working with people who are vulnerable and/or who may live a lifestyle that mainstream society views as being different or unacceptable. If, as community services workers, we are to provide a service that meets the needs of our target groups and helps them to feel empowered, we need to be aware of our own personal values, beliefs and attitudes and be prepared to adopt the professional values of our industry—and not impose our own ideas on our clients.

What are values?

Values are principles, standards or qualities that an individual or group of people hold in high regard. These values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things/qualities which we consider to be of worth.



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A 'value' is commonly formed by a particular belief that is related to the worth of an idea or type of behaviour. Some people may see great value in saving the world's rainforests. However a person who relies on the logging of a forest for their job may not place the same value on the forest as a person who wants to save it.

Values can influence many of the judgments we make as well as have an impact on the support we give clients. It is important that we do not influence client's decisions based on our values. We should always work from the basis of supporting the client's values.

Where do values come from?

Our values come from a variety of sources. Some of these include:

- family
- peers (social influences)
- the workplace (work ethics, job roles)
- educational institutions such as schools or TAFE
- significant life events (death, divorce, losing jobs, major accident and trauma, major health issues, significant financial losses and so on)
- religion
- music
- media
- technology
- culture
- major historical events (world wars, economic depressions, etc).

Positive values:

- A belief, or lack thereof, in God or an affiliation with a religious/spiritual institution
- A belief in being a good steward of resources and in exercising frugality
- A belief that family is of fundamental importance
- A belief that honesty is always the best policy and that trust has to be earned
- A belief in maintaining a healthy work/life balance

Negative values:

- A belief that the world is a fundamentally brutal place and that only the strong survive
- A belief that people are powerless to change their fates or personal situations
- A belief that you don't deserve good things or relationships in life
- A belief that other people are fundamentally untrustworthy and unloving
- A belief that life is meaningless

Attitude:

Structure of Attitudes

Attitudes structure can be described in terms of three components.

- **Affective component:** this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- **Behavioural (or conative) component:** the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- **Cognitive component:** this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".



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This model is known as the **ABC model of attitudes**.

One of the underlying assumptions about the link between attitudes and behaviour is that of consistency. This means that we often or usually expect the behaviour of a person to be consistent with the attitudes that they hold. This is called the principle of consistency. The principle of consistency reflects the idea that people are rational and attempt to behave rationally at all times and that a person's behaviour should be consistent with their attitude(s). Whilst this principle may be a sound one, it is clear that people do not always follow it, sometimes behaving in seemingly quite illogical ways; for example, smoking cigarettes and knowing that smoking causes lung cancer and heart disease.

Temperament:

Temperament: "lifelong characteristics that we have gained early on in life or simply inherited.

"Example: Being sporty/active/talkative/social/etc.

- What are some other kinds of temperaments?
- How do each of the temperamental factors affect you on a personal level?
- How do each of the temperamental factors affect you on a leadership role level?
- Which of these factors do you want to change and why?

Discussion questions:

Confidence:

- Which steps can you take to rebuild your confidence if you find yourself in a conflict with a person?

Values:

- What does it mean to have values?
- What are some examples of people values?
- Where can you find values?
- What is the difference between positive and negative values?
- How can your values influence your life?

Useful websites with more info on this topic:

Values:

1. https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm

Attitude/behaviour:

1. <https://www.simplypsychology.org/attitudes.html>
2. <https://www.verywellmind.com/attitudes-how-they-form-change-shape-behavior-2795897>
3. <https://keydifferences.com/difference-between-attitude-and-behavior.html>

Temperament:

1. <https://psychologia.co/four-temperaments-test/>
2. <http://fourtemperaments.com/4-primary-temperaments/>
3. <https://www.tibb.co.za/identifying-temperament/>

Positionality:

1. <https://www.dictionary.com/e/gender-sexuality/positionality/>
2. <https://positioningtheory.wordpress.com/what-is-positioning-theory/>



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3. <https://weingartenlrc.wordpress.com/tag/writing/>

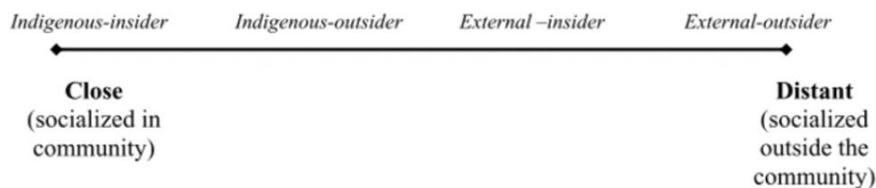
Session five: What's next?

Positionality:

Positionality is the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Plainly stated, it is everything that you are.

It entails questions like 'How you see yourself', 'How you are viewed by others?' and 'How do you assume others will perceive you?'

Figure 1. Conceptualization of insider/outsiderness positionality on a continuum based on intellectual, cultural, and social distance to indigenous community.



Adapted from Banks (1998), *Typology of crosscultural researchers*

Positionality is based on:

- Physical body condition, access to education / received education (skills and knowledge), gender, sexuality, family, ethnicity, race, language, age, culture, geography (country), religion, political, ideology and class.

You can never offer your own lived experiences as a truth to others, this is always your subjective truth.

Access: Privileged entrance into the work of the people you study

Power: How perceptions orients behaviour

Future:

You as a trainer can research which organisations/institutions offer further learning opportunities to the participants. Think about the questions 'who, where, when, target group, costs, start new courses, how to apply, contact details of people working at these places'.

Make a document of this and hand this out to the participants during this last session.

SWOT:

If you have extra time this is a great exercise in which the participants get a better inside in their own strength, weakness and see external opportunities and threats more clearly.

Strengths (don't be modest):

- How do your education, skills, talents certifications, and connections set you apart from your peers?
- What would your boss or co-workers say are your strengths?
- What values or ethics do you have that your peers often lack?
- What achievements are you most proud of?



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Weaknesses (be honest):

- Where are your education, training, or skills lacking?
- What would your boss or co-workers say are your weaknesses?
- What are your negative work habits and personality traits?
- What do you avoid because you lack confidence?

Opportunities:

- What trends are affecting your industry?
- In what areas is your industry growing?
- How could new technology help you advance?
- How could your connections help you?

Threats:

- What obstacles do you currently face in your career?
- Who is your competition?
- Will new technology or certifications demands slow your progress?
- How is your job or industry changing in ways that could affect your advancement?

Useful websites with more info on this topic:

SWOT analyses:

https://www.mindtools.com/pages/article/newTMC_05_1.htm

Useful YouTube videos with more info on this topic:

<https://www.youtube.com/watch?v=C9wVgU9Ppk8>