

INVESTING IN EQUALITY: TOWARDS MORE EFFICIENT AND INCLUSIVE PUBLIC POLICIES

Training programme for mainstreaming
the principle of equality and non-
discrimination in public policies



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1. Objectives, Target Audience and Format

1.1. Learning Objectives

The main objective of this training programme is to **develop competences to promote equality, non-discrimination and diversity management** in the following fields:

- Design, implementation and evaluation of public policies
- Administration of public services
- HR management

More precisely:

Knowledge: What do I need to know?

- The legal and institutional frameworks regarding the principle of equal treatment and non-discrimination.
- The great diversity in Spain and the diversity in public administrations.

Skills: How to do it?

- Learn how to mainstream the principle of equality and non-discrimination in my work:
 - When I design, implement and evaluate public policies.
 - When I administrate a public service and I want to ensure that it is inclusive.
 - When I manage a team of people and I want to ensure that I do it in an inclusive way and by promoting the talent of each and every member of the team.

Attitudes: Why should I do it?

- Because of the usefulness of mainstreaming the principle of equal treatment and non-discrimination in practice.
- To reshape personal attitudes towards diversity: how to challenge stereotypes and prejudices.

The specific objectives for the 5 modules of this course are:

MODULE 1: THEORETICAL KNOWLEDGE

At the end of this module, students:

1. Will understand the economic and social benefits of mainstreaming the principle of equality and non-discrimination as well as the range of diversity and the consequences of a correct diversity management for the public sector.

2. Will be able to distinguish the different types and reasons for diversity, and to identify discriminatory practices based on the applicable legislation and on the Spanish and European Union case-law.
3. Will be able to differentiate the different ways and methods to measure discrimination, and will know the results of reports and research carried out by different administrations and organizations that help to provide diagnostic data about discrimination in Spain.

MODULE 2: OUTREACH TOOLS

At the end of this module, students:

1. Will have identified the challenges and obstacles existing in the field of equality and non-discrimination as well as the possible answers from the public administrations to address these challenges from a double perspective: mainstreaming and specific.
2. Will have updated information about the existing sources of financing in order to carry out actions related to equality and non-discrimination, especially the possibilities of co-financing through European Union funds.
3. Will be able to identify the different tools public administrations can use to promote equality and non-discrimination from a triple perspective: 1) design, implementation and evaluation of public policies, 2) administration of public services and 3) human resources management.

MODULE 3: MAINSTREAMING IN PUBLIC POLICIES

At the end of this module, students:

1. Will be able to choose the most appropriate tools to mainstream the principle of equal treatment and non-discrimination in the public policies according to their competences and to the identified challenges or priorities.
2. Will be able to draw up a roadmap, a strategy or a plan in order to support actions to strengthen the application of the principle of equal treatment and non-discrimination in their working area, defining the objectives, key actions, tools to be used and resources (economic and human) necessary for a correct implementation and evaluation.
3. Will have considered the advantages and disadvantages of the different tools presented there.

MODULE 4: MAINSTREAMING IN THE MANAGEMENT OF PUBLIC SERVICES

At the end of this module, students:

1. Will know how to choose the most appropriate tools to mainstream the principle of equal treatment and non-discrimination in the administration of public services according to their competences and to the identified challenges or priorities.
2. Will be able to apply the principle of equal treatment and non-discrimination to a practical situation.
3. Will be able to design an action plan, consisting of 2-3 specific initiatives that they will be able to put into practice by the end of this programme.

MODULE 5: MAINSTREAMING IN HUMAN RESOURCES MANAGEMENT

At the end of this module, students:

1. Will be able to argue critically and to explain the main reasons why the public administrations should implement a diversity and inclusion strategy in the management of their Human Resources (HR).
2. Will be able to apply a 6-step strategy in order to manage their teams in a more inclusive manner.
3. Will be able to identify discriminatory practices in their working area.
4. Will be aware of the influence of unconscious bias in decision-making, particularly those referred to selection processes and job promotion.
5. Will identify the place their co-workers take in the talent matrix and will have defined at least 2 actions to improve their position in such matrix.
6. Will be able to develop activities - individually or while managing their teams - in order to put into practice the contents of the module.

1. Target audience: managers and middle managers of the different public administrations

This course has been specifically designed for public administration staff with the following profile:

Staff responsible for the design, implementation and evaluation of public policies

Staff in charge of teams

Responsible for HR and training

1.2. Format: sequential and modular

The course has been planned with a structure of independent modules that can be held and attended separately - and even at different moments - if desired.

Module 1: theoretical knowledge

Module 2: practical tools

Module 3:
Mainstreaming in public policies

Module 4:
Mainstreaming in the management of public services

Module 5:
Mainstreaming in human resources management

This structure allows:

- Different choices:
 - The whole course (5 modules)
 - A more specific course: Modules 1 and 2 followed by Module 3, 4 or 5 (one or more can be chosen)
- The wide range of options allows to increase or to reduce the number of hours of the courses in the event that any training centre was particularly interested in any of the modules.
- Some of these modules could be included in wider training programmes about other topics related to the management of public policies.

1. Theoretical block (MODULE 1)

- It provides basic knowledge about the right of equality and non-discrimination
- Specific legislation that protects people against discrimination
- Key concepts
- Discrimination in Spain

2. Practical contents block (MODULES 2-5)

- It provides orientations, guidelines and recommendations about how to put into practice the right of equality and non-discrimination
- How can I put into practice the right of equality and non-discrimination in the design, execution and evaluation of public policies?
- How can I put into practice the right of equality and non-discrimination in the administration of public services?
- How can I put into practice the right of equality and non-discrimination in the management of human resources?

1.3. Format to include in other training courses

This formula allows the individual sessions to be incorporated into other courses or training programmes (formal and non-formal) that are suitable for this type of contents. Examples of such suitable courses could be focused on:

- The administration of public services
- Customer service
- Conflict detection and resolution
- Design, implementation and evaluation of public policies
- Management of human resources
- Access to and professional promotion within public administrations
- Leadership
- Team management

These individual sessions could be incorporated into another course in the form of short “training sessions” which could form the basis for raising interest in the subject. It is therefore recommendable that the students attend these sessions in person, given the greater impact of face-to-face training.

1.4. Blended learning course

Regarding the way this course is offered, a **blended** system has been chosen; it combines one part in person with a virtual one. More precisely, **50% is held in person and the other 50% is held virtually**. This is due to the fact that the specific characteristics of a course related to equality, non-discrimination and cultural diversity management cover attitudinal aspects (prejudices) and emotional and real-life components, motivations, experiences and beliefs that cannot only be addressed through an *online* training system. In fact, experience has proven that it is extremely hard to break a prejudice if this is not together with a positive experience (“It is easier to disintegrate an atom than a prejudice” A. Einstein). And this is why it is recommended to combine in-person sessions with virtual sessions, in both cases with a highly interactive and practical component.

1.5. Length

The total length is **40 hours**, distributed as follows:

- **20 hours online training.**
- **20 hours face-to-face training.**

Virtual training sessions will be alternated with person training sessions over 5 weeks, according to the chart below:



In that way, the time the students spend in the classroom is most efficient (studies show that a previous exposition to contents increases learning between 20 and 30%). In the virtual part, they will mainly work on their knowledge and skills, whereas in the in-person session, students will focus on real-life and experiential contents in order to illustrate the attitudes and behaviours expected of the students of the course.

1.6. Distribution of content

The below table presents the distribution of the proposed content:

MODULE	CONTENT	ONLINE	FACE-TO-FACE
1	<ul style="list-style-type: none">• Specific rules that protect people against discrimination• Key concepts• Discrimination in Spain	4	2
2	Introduction: implementation tools	2	2
3	Mainstreaming in public policies	6	8
4	Mainstreaming in the management of public services	4	4
5	Mainstreaming in human resources management	4	4
Total		20 hours	20 hours

2. Profile of the trainers

Although there is no European standard, several countries have underlined the importance of carefully selecting the trainers who will be in charge of covering issues related to equality, non-discrimination and diversity.

Ideally, managers and middle managers of different public administrations (functional and operational) should be in charge of the training. However, the participation of external professionals or specialists in some parts of the module has also been evaluated as a positive contribution to the course. Such participation has several advantages: on the one hand, the credibility and impact of the course is higher and on the other hand, the two different styles in the classroom favour learning and allow a more individual attention given to the participants (a particularly important aspect if choosing large groups of 25-30 people).

It is highly recommendable to have a person in charge of coordinating and invigorating the course - not only the face-to-face but also the online sessions - especially if the participation of different trainers is foreseen. Furthermore, as the course is practice-oriented and has exercises that use real-life techniques, it is recommended that this person has experience not only in training on equality and non-discrimination but also in leading learning-oriented groups.

As an indication, the profile of recommended professionals for this type of course is described below:

	Profile	Recommended profile for the pilot course
Course coordination, mentoring and invigorating	A person who has experience not only in training on equality and non-discrimination but also in learning-oriented group dynamics	<ul style="list-style-type: none"> • Subdirección General para la Igualdad de Trato y la No Discriminación del MSSSI (Sub-Department for Equal Treatment and Non-Discrimination of the Spanish Ministry of Health, Social Services and Equality) • Business sector, third sector or university experts
Module 1 (theoretical knowledge)	A lawyer specialised in anti-discrimination legislation	<ul style="list-style-type: none"> • President of the Consejo para la eliminación de la discriminación racial o étnica (Spanish Council for the Elimination of Racial or Ethnic Discrimination, SGITND) • Business sector, third sector or university experts
	An expert in social research	<ul style="list-style-type: none"> • Business world, third sector or university experts • Subdirección General para la Igualdad de Trato y la No Discriminación del MSSSI (Sub-Department for Equal Treatment and Non-Discrimination of the Spanish Ministry of Health, Social Services and Equality) • Members of the expert group of the “Discrimination Map in Spain” of the Spanish Ministry of Health, Social Services and Equality • University lecturers • Social research teams, specialised public organisations, etc.
	Representatives of NGOs who work in favour of equality and non-discrimination for diverse reasons	<ul style="list-style-type: none"> • Member entities of the Consejo para la eliminación de la discriminación racial o étnica (Spanish Council for the Elimination of Racial or Ethnic Discrimination), especially of the Group of Assistance to Victims of Discrimination • Other specialised NGOs • Other registered bodies

	Profile	Recommended profile for the pilot course
		<ul style="list-style-type: none"> Public organisations representatives, such as: the Sub-Department for Equal Treatment and Non-Discrimination, Oberaxe (Spanish observatory on racism and xenophobia, the Foundation for Pluralism and Coexistence which promotes inter-faith dialogue and mutual understanding Business sector, third sector or university experts.
Module 2 (outreach tools)	An expert in putting in place public policies related to equality and non-discrimination	<ul style="list-style-type: none"> Subdirección General para la Igualdad de Trato y la No Discriminación del MSSSI (Sub-Department for Equal Treatment and Non-Discrimination of the Spanish Ministry of Health, Social Services and Equality) Business sector, third sector or university experts
Module 3 (public policies)	An expert in the design, implementation, monitoring and evaluation of public policies	<ul style="list-style-type: none"> Subdirección General para la Igualdad de Trato y la No Discriminación del MSSSI (Sub-Department for Equal Treatment and Non-Discrimination of the Spanish Ministry of Health, Social Services and Equality) Business sector, third sector or University experts
	A trainer of the design, implementation, monitoring and evaluation of public policies	
Module 4 (administration of public services)	An expert in diversity management in public services	<ul style="list-style-type: none"> Organisations with innovative experiences. For instance: <ul style="list-style-type: none"> – Representative of the local Police of Fuenlabrada – Representative of the Instituto Nacional de Seguridad Social (Spanish National Social Security Institute) – Representative of the TMB (Barcelona’s municipal transport authority)
	A trainer of diverse customer care in public administrations	
Module 5 (management of human resources)	An expert in diversity management of human resources	<ul style="list-style-type: none"> Business sector, third sector or university experts Representative of innovative organisations, such as transports of Barcelona

Profile	Recommended profile for the pilot course
<p>An expert in putting in place public policies related to equality and non-discrimination</p> <p>Staff in charge of training or HR in public administrations</p>	<ul style="list-style-type: none"> • HR departments of public organisations • Subdirección de Formación Instituto Nacional de Administración Pública (Training Sub-Department of the Spanish National Institute of Public Administration) or similar departments of other training centres.

3. Methodologies

3.1. Teaching resources and methodologies

The training programme combines the instructional materials below:

- Training handbook (*Investing in equality and non-discrimination: towards more efficient and inclusive public policy. Training handbook on how to mainstream the principle of equality and non-discrimination into public policy design, implementation and assessment*)
- Further reference material (manuals, guides)
- Presentations on specific content of the training handbook, as well as further reference material
- Mentoring
- Discussion forums
- Practical cases
- Role-play
- Simulations
- Videos
- Illustrative cartoons and other visual item

The training methods are tailored to the three components of skills development: knowledge, skills y attitudes:

KNOWLEDGE	SKILLS	ATTITUDES
• What do I need to know?	• How do I do it?	• Why should I do it?
Theoretical	Practical	Experimental
• To strengthen my knowledge from a theoretical point of view	• To verify comprehension and consolidation of the contents learnt	• To experiment with the knowledge obtained in practice and to be able to answer questions

The below table describes the methodologies used:

Theoretical explanations	Documentation that describes contents oriented towards the improvement the comprehension of a legal, institutional and social context.
Practical exercises	Linking the training contents with the daily work of trainees by providing practical orientation about how to launch not costly but very effective initiatives.

Transfer of learning and mutual knowledge	<ul style="list-style-type: none"> • Description of experiences and practices of other public administrations • Participation of people from other public administrations or key actors (especially NGOs, trade unions and businesses) who present their experiences • Participation of people with diverse social and personal characteristics as well as from NGOs as trainers. Such a participation enhances the understanding (of minority groups) of the realities experienced by public administration staff as well as the understanding (of public administration staff) of realities experienced by minority groups.
Experiential exercises	In order to tackle the actual difficulties that exist, including their reasons (generally prejudice and stereotypes).
Coaching mentoring	<ul style="list-style-type: none"> • Guided process to help the students identify the steps they must take to start actions which are linked to the content of the course (set objectives, existing barriers, resources, necessary support, etc.) • Ad hoc sessions with reference persons who the trainees can consult if they have questions or if they want to follow up on the initiatives that are being developed.

3.2. Temporal distribution of contents

The contents of the training programme are distributed as follows:

Período	Modalidad	Duración	Contenidos
Week 1	ONLINE	6h	MODULES 1 Y 2
Week 2	ONLINE	6h	MODULE 3
Week 3	FACE-TO-FACE	20h (2,5 days)	MODULES 1-5
Week 4	ONLINE	4h	MODULE 4
Week 5	ONLINE	4h	MODULE 5

3.3. Course Programme

The below tables represent a guideline for the different possibilities to organise the course. The different modules include activities, which can be adapted to the specific training needs as well as the availability of training staff.

WEEK 1 COURSE (ONLINE)

The first week the course will be held **online** via the virtual classroom provided for this purpose. The below tables outlines the proposed activities as well as their length and the required material:

Module 1: theoretical (4 hours)

Activity1 - <i>Business case</i>	
Duration	2 hours
Description	<p>The goal of this activity consists of providing an overview of the topics addressed in the course and identifying the main arguments for mainstreaming the principle of equality and non-discrimination.</p> <p>After having read the following sections of the Training Handbook¹:</p> <ul style="list-style-type: none">– “<i>The benefits of applying of the principle of equality and non-discrimination</i>” (pages 38-41)– “<i>why should we talk about diversity?</i>” (pages 71-75) <p>the students will be asked to imagine that they have to convince their manager/supervisor/head of department to incorporate actions in their department. In order to do that, they are asked to prepare a document in a format of their preference, such as video, PowerPoint, etc. (see Annex 1).</p> <p>This material should be sent to the trainers of this module who will evaluate it.</p>
Required materiales	Training Handbook Annex 1

¹ These pages refer to the english edition of the Handbook: *Investing in equality and non-discrimination: towards more efficient and inclusive public policy. Training handbook on how to mainstream the principle of equality and non-discrimination into public policy design, implementation and assessment*. Madrid, Secretaría de Estado de Servicios Sociales e Igualdad, 2014) link: http://www.msssi.gob.es/ssi/igualdadOportunidades/noDiscriminacion/documentos/Manual_ingles_invertir_igualdad.pdf)

Activity 2 - Types of discrimination and possible situations

Duration	2 hours
Description	<p>Through this activity the students will learn how to recognise the different types of discrimination.</p> <p>By applying different situations, they will be required to identify the type of discrimination they are confronted with by using the Training Handbook (pages 30-37) as a reference (“Key concepts”).</p>
Required materials	Training Handbook Annex 2

Module 2: introducing the tools (2 hours)

Activity 3 - Challenges

Duration	40 min
Description	<p>The goal of this activity is to help the students familiarise with the main challenges of mainstreaming the principle of equality and helping them to identify the most appropriate tools for each scenario.</p> <p>Answers will be shared in a forum/virtual classroom.</p>
Required materials	Training Handbook Annex 3

Activity 4 - Financing

Duration	40 min
Description	<p>The goal of this activity is to help students to identify possible funding sources to finance actions related to equality and non-discrimination.</p> <p>Answers will be shared in a forum/virtual classroom.</p>
Required materials	Training Handbook Annex 4

Activity 5 - Barriers

Duration	40 min
Description	The goal of this activity is to be able to differentiate between the existing barriers in each student's organisation as well as to help students to identify the appropriate strategy to deal with them. This activity will be evaluated .
Required materials	Training Handbook Annex 5

WEEK 2 COURSE (ONLINE)

The second week of the course is also held online. The below table outlines the suggested course programme for this module, including activities, their duration and required materials.

Module 2: public policies (6 hours)

Activity 6 - Reviewing the Regulations

Duration	1 hour
Description	The objective of this activity is to put into practice Tool number 1 (see the Training Handbook, pages 98-107): <i>Passing and reviewing equality and non-discrimination legislation</i> . The students will be asked to give one example of legislation in their area of activity and to list 4-5 elements that could be included to better fulfil the principle of equality and non-discrimination. This activity could be evaluated .
Required materials	Training Handbook Annex 6 Legislation (provided by each person)

Activity 7 - Impact Assessment

Duration	1 hour
Description	<p>The objective of this activity is to deepen the students' knowledge about the aforementioned tool by carrying out an impact assessment.</p> <p>Assuming that a new regulation would be adopted, based on the provided tool, the students should list 3-4 aspects that might be included in the equality and non-discrimination impact assessment report.</p> <p>Answers will be shared in the forum/virtual classroom.</p>
Required materials	<p>Training Handbook</p> <p>Annex 7</p>

Activity 8 - Sectorial Plan

Duration	1 hour
Description	<p>The objective of this activity is to put into practice Tool number 2 (see Training Handbook, pages 108-113): <i>Strategies, plans and actions</i>.</p> <p>On the basis of a Sectorial Plan, the students will be asked to list 5 recommendations that could improve the way in which the principle of equality and non-discrimination is applied.</p> <p>Answers will be shared in the forum/virtual classroom.</p>
Required materials	<p>Training Handbook</p> <p>Annex 8</p>

Activity 9 - Data Compilation

Duration	1,5 hours
Description	<p>The objective of this activity is to put into practice Tool number 4 (see Training Handbook, pages 125-127): <i>Data compilation</i>.</p> <p>It involves detailing the necessary steps to compile the required information for drawing up a report about equality and non-discrimination in the Administration.</p> <p>Answers will be shared in the forum/virtual classroom.</p>
Required materials	<p>Training Handbook</p> <p>Annex 9</p>

Activity 10 - Communication

Duration	1,5 hours
Description	<p>The objective of this activity is to put into practice Tool number 8 (see Training Handbook, pages 142-147): <i>Information, communication and awareness-raising actions</i>.</p> <p>The students will choose 3 actions from those mentioned in the Training Handbook; they will have to reasonably justify their choice and define an action that they could carry out in their department, specifying the product on which they would focus, their audience as well as the advantages or disadvantages.</p> <p>Answers will be shared in the forum/virtual classroom.</p>
Required materials	<p>Training Handbook</p> <p>Annex 10</p>

WEEK 3 COURSE (ON SITE)

The third week of the course will be held in the classroom provided for this purpose.

The below table outlines the suggested course programme for this session with a suggested duration of 2.5 days.

	Session	Duration	Content
Day 1	morning	4h	modules 1 y 2
	afternoon	4h	module 2
Day 2	morning	4h	module 3
	afternoon	4h	module 4
Day 3	morning	4h	module 5

Please note:

The below-described activities of the course are estimated durations that depend on the development of the course (e.g. criteria applied by the teacher, based on the results achieved in the online section), according to which more or less time can be spent for each activity. This means that the number of activities is likely to vary, depending on the interest and knowledge of the students, so that the objectives of the course can be achieved.

Day 1 (8 hours)

Duration	Activity, description, materials
30 min	<p>Opening of the course</p> <p>Welcome and course presentation.</p> <p>Introduction, objectives and expectations of the students.</p>
1,5 hours	<p>Module 1</p> <p>The objective of this activity is to open the discussion on the difficulties of identifying the situations of discrimination that may occur in public administration and how to prevent them.</p> <p>Based on the results of the online activity, definitions of key concepts related to discrimination will be reviewed, opening the discussion on “grey areas” and main difficulties.</p> <p>Materials:</p> <ul style="list-style-type: none">• Training Handbook• Students’ results of the online activities• Flipcharts• Markers
2 hours	<p>Module 2</p> <p>The objective of this activity is to initiate a debate on the barriers that might exist when collecting data about equality and non-discrimination and what can be done to overcome them.</p> <p>Based on the results of the online activity, the different forms of data collection will be reviewed; the discussion will open with the main difficulties and later focus on what to do to improve them.</p> <p>Materials:</p> <ul style="list-style-type: none">• Training Handbook• Students’ results of the online activities• Flipcharts• Markers
2 hours	<p>Module 3 - Activity 11 - Case Study</p> <p>The module of public policies - considered as the main element of the course is introduced, starting with Tool number 1 (see Training Handbook module 3): <i>Passing and reviewing equality and non-discrimination legislation</i>.</p> <p>A case study outside their area of activity will be provided for each student among the total of areas represented by the students. Through this, the student is encouraged to leave the comfort zone.</p> <p>Materials:</p> <ul style="list-style-type: none">• Training Handbook

Duration	Activity, description, materials
	<ul style="list-style-type: none"> Annex 11 should be adapted to the number of selected participants for the course.
1, 5 hours	<p>Module 3- Activity 12 - Roadmap</p> <p>The objective of this activity is to put into practice Tool number 2 (see Training Handbook, pages 108-113): <i>Strategies, plans and actions</i>.</p> <p>The design of the roadmap is based on the model in the Training Handbook and the area of activity of the student. The design process, elaboration, implementation, as well as evaluation and monitoring of the roadmap will be explained in detail.</p> <p>Materials:</p> <ul style="list-style-type: none"> Training Handbook Annex 12
30 min	<p>Summary of day 1 and conclusions</p> <p>The objective of this activity is to reinforce learning and promote mutually supportive relations among students.</p> <p>By using the provided template, the participants will be asked to summarise the knowledge acquired and the commitments made by that day; first, students will work individually and then, they will share their presentation with any other person of their choice.</p> <p>Materials:</p> <ul style="list-style-type: none"> Training Handbook Flipchart Markers

Day 2 (8 hours)

Duration	Activity, description, materials
30 min	<p>Module 3 continuation</p> <p>Review of the things learned the day before. Questions and/or comments. Feedback regarding the progress of the course in relation to individual expectations.</p> <p>Materials:</p> <ul style="list-style-type: none"> Flipchart Markers
1 hour	<p>Module 3 - Activity 13 - Screening</p> <p>The objective of this activity is to deepen in Tool number 13 (see Training Handbook): <i>Equality screening</i>.</p>

Duration	Activity, description, materials
	<p>It consists of forming groups that carry out a screening of the Sectoral Plan, based on the questions included in the Handbook, pages 164-166.</p> <p>The students will be divided into 4 groups (2 groups will work in one sectorial plan and 2 groups in another) so that each group can answer the questions. After that, they will be asked to share it. The rest of the students will have to express their opinion about the ideas of each group.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Choose 2 sectoral plans, depending on the student profile. • Annex 13
1,5 hours	<p>Module 3 - Activity 14 - Dealing with discriminatory incidents</p> <p>The objective of this activity is to put into practice Tool number 7 (see Training Handbook, pages 138-141): <i>Dealing with discriminatory incidents</i>.</p> <p>Two case studies can be chosen from, depending on whether the students:</p> <p>Have competences on equality. In this case, he/she will be asked to draft a protocol to assist discriminatory incidents.</p> <p>Have sectorial competence only. In this case, he/she will have to incorporate the principle of equality to a certain procedure (for example, complaints)</p> <p>Results will be shared in plenary session.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 14 • Develop the case studies depending on the student profile.
1 hour	<p>Module 3 - Activity 15 - Communication</p> <p>The objective of this activity is to put into practice Tool number 8 (see Training Handbook, pages 142-147): <i>Information, communication and awareness-raising actions</i>.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 15
1 hour	<p>Module 3 - Activity 16 - Ethical recruitment</p> <p>The objective of this activity is to put into practice Tool number 15 (see Training Handbook, pages 170-174): <i>Encouraging ethical recruitment and procurement</i>.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 16
45 min	<p>Module 4 - Activity 17 - Citizenship consultation</p>

Duration	Activity, description, materials
	<p>With this activity, the module of public services is introduced.</p> <p>The students will be asked to identify the necessary measures to ensure the participation of all citizens for the given case study.</p> <p>Results will be produced individually and then shared in plenary session</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 17
<p>2 hours</p>	<p>Module 4 - Activity 3 - Role Play</p> <p>This is an experimental or experiential type of activity. The student will perform several roles related to prejudices and discrimination.</p> <p>The students will be divided into groups. Each member will play a role that has previously been assigned to him/her. The situation will be about a citizen who feels discriminated by a civil servant when he/she visits a public administration office. Therefore, the citizen turns to an NGO to report the situation. The objective of this exercise is to develop a response strategy for the person in charge of the service in question.</p> <p>After the debate, the student will draw up the basis for a possible action protocol concerning the described fictional event, taking into account the possible detected prejudices and stereotypes and their possible prevention and treatment.</p> <p>As an innovative element, the activity proposes the presence of a person that belongs to a real NGO, so that feedback can be provided after the completing the exercise.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 18 • Develop the situation depending on the students' profiles
<p>1 hour</p>	<p>Module 4 - Activity 4 - Action Plan</p> <p>The objective of this activity is to carry out the learning achieved in this module through 2-3 specific actions. The student is committed to implement these actions in his/her job.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 19

Day 3 (4 hours)

Duration	Activity, description, materials
30 min	<p>Module 5 - Activity 20 - Hidden Rules</p> <p>This is an experiential exercise intended to promote the reflection about majority-minority dynamics that are produced in groups.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 20
1 hour	<p>Module 5 - Activity 21 - Inclusive strategy of talent management</p> <p>The purpose of this exercise is to reflect on the strategies that you can implement when you are managing talent from an inclusive approach within the public administration.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 21 • Flipchart • Markers
1,5 hours	<p>Module 5 - Activity 22 - Diversity Management in practice</p> <p>This exercise trains the ability to respond to situations that demonstrate the different dimensions of diversity (i.e. identity or cognitive).</p> <p>Materials:</p> <ul style="list-style-type: none"> • Training Handbook • Annex 22
1 hour	<p>End of module</p> <p>This session is dedicated to concluding the course. It serves as wrap-up session. Part of the session is devoted to gather impressions and feedback from the students in order to have their feedback and evaluation of the course.</p>

WEEK 4 COURSE (ONLINE)

The fourth week of the course is held online. The below table outlines the suggested course programme for two modules, including activities, their duration and required materials.

Module 4: public service (4 hours)

Activity 23 - *A divided class*

Estimated length	2 hours
Description	<p>The objective of this activity is to analyse the consequences of discrimination for those who practice it and those who suffer it. To that end, the well-known experiment applied in a primary school after the murder of Martin Luther King will be used.</p> <p>The students will be asked to answer the questions of the exercise (see annex) and share their opinions in the virtual classroom.</p>
Required materials	<p>Training Handbook Annex 23 Connection to Internet with access to “Youtube”.</p>

Activity 24 - *Action protocol for discriminatory incidents in a public service*

Estimated length	2 hours
Description	<p>The objective of this activity is to develop an action protocol.</p> <p>On the basis of the action protocol defined during the face-to-face part of the module, an implementation plan of this protocol will be designed.</p> <p>This activity could be evaluated.</p>
Required materials	<p>Training Handbook Annex 24 Connection to Internet with access to “Youtube”.</p>

WEEK 5 COURSE (ONLINE)

The fifth week of the course is also held online. The below table outlines the suggested course programme for the completion of the last module, including activities, their duration and required materials.

MODULE 5: HR (4 hours)

Activity 25 - *Unconscious bias*

Estimated length	1,5 hours
Description	<p>The objective of this exercise is to analyse the influence of cognitive bias that occurs unconsciously when taking decisions, especially in personnel management, such as promotion, recruitment, team-building or forming working committees, etc.</p> <p>To that end, the Implicit Association Test (IAT) developed by Harvard University will be used.</p>
Required materials	<p>Training Handbook Annex 25 Computer with internet access</p>

Activity 26 - *Talent matrix*

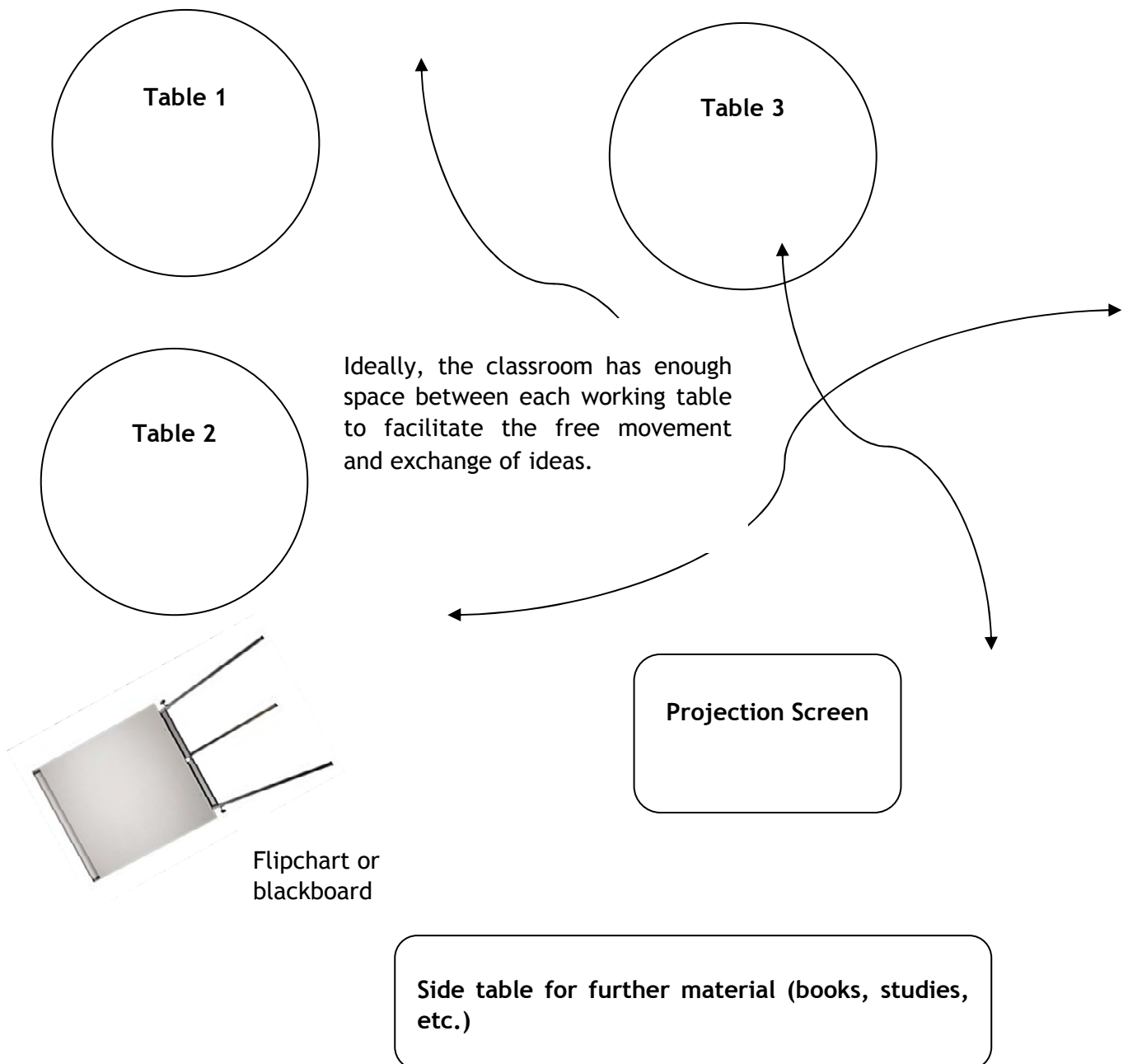
Estimated length	1 hour
Description	<p>In this exercise, the students will start developing specific talent development actions for the team members they are in charge of.</p> <p>By using the “talent matrix” model of the Training Handbook, the student will be asked to identify the position each person has within the model so that common patterns can be analysed and possible areas of improvement identified.</p> <p>Given the confidentiality of the results, the activity will be carried out individually, while its monitoring will remain at the discretion of the trainers.</p>
Required materials	<p>Training Handbook Annex 26 Computer with internet access</p>

Activity 27 - Action Plan

Estimated length	1,5 hours
Description	<p>Based on the talent matrix developed in the previous activity, the students will prepare an Action Plan specifying 3 concrete measures they are committed to apply in their area of responsibility.</p> <p>This activity could be evaluated.</p>
Required materials	<p>Training Handbook Annex 27 Computer with internet access</p>

3.4. Classroom arrangement during face-to-face section.

We recommend creating working groups of 4-5 persons, instead of the traditional formats (in a classroom or in “U” shape). The objective of this arrangement is to promote the interrelationship that can be found in small groups and allow networking between participants. This does not always happen when all the interactions occur through an intermediary (the person who makes the course dynamic) and in plenary session. As an indication, the below depicted arrangement of physical space is recommended, should conditions allow it.



3.5. Academic progress and efficiency assessment of the students

The assessment of the students will be carried out on the basis of a series of activities that are fixed before each module. The instructions for these activities, including the necessary guidelines and materials, will be available for the students in the virtual classroom and should be handed in by the agreed deadlines. Active participation in forums and face-to-face classes will be also evaluated. Moreover, to successfully complete the course and obtain the diploma, it is recommended that the students attend at least a 90% of the face-to-face classes. We recommend calculating the final grade according to the following scale:

MODULE 1 (10%)	MODULE 2 (10%)	MODULE 3 (30%)	MODULE 4 (15%)	MODULE 5 (15%)
PARTICIPATION IN FORUM (10%)		PARTICIPATION IN FACE-TO-FACE SESSIONS (10%)		

The below table presents an example of how the students' performance could be evaluated:

ONLINE

	STUDENT	MODULE 1 (15%)	MODULE 2 (10%)	MODULE 3 (35%)	MODULE 4 (20%)	MODULE 5 (20%)	COMMENTS	FINAL GRADE (PASS/FAIL)
1	Example	Pass	Pass	Fail	Pass	Fail		Fail
2								
3								
4								
...								
25								

FACE-TO-FACE

	STUDENT	MODULE 1 (15%)	MODULE 2 (10%)	MODULE 3 (35%)	MODULE 4 (20%)	MODULE 5 (20%)	COMMENTS	FINAL GRADE (PASS/FAIL)
1	Example	Pass	Pass	Pass	Fail	Fail		Pass
2								
3								
...								
25								

ONLINE

	STUDENT	ONLINE SECTION	FACE-TO-FACE SECTION	COMMENTS	FINAL GRADE (PASS/FAIL)
1	Example	Pass	Pass		Pass
2	Example 2	Fail	Pass		Fail
3					
4					
5					
...					
25					

3.6. Satisfaction and quality assessment

The following assessment method is recommended for the **pilot course**:

- 1) **Throughout the course of the programme:** qualitative assessment (face-to-face, by telephone or by anonymous questionnaire) by a random number of students to evaluate the progress of the course and make *ad hoc* adjustments, if necessary.
- 2) **At the end of the course:** assessment of the students' level of satisfaction regarding the quality of contents and support materials, the dynamics and activities that have been used, the teaching staff and any other relevant aspects. It should also include a section to analyse the adequacy of distribution between the face-to-face and online training.

Keep in mind: a training programme is not a one-time event; it is a process. Therefore, the best way to ensure the success of the programme is to pay special attention to each of the steps of the process, as it should be done in any training activity. As an indication, the below table represents a list of some of the main problems that have been identified in training programmes and provides suggestions on how to prevent them:

Identified problem	Solution
The course does not fit my needs	Have the actual training needs of the expected students been identified?
The course is not what I expected	Was there prior communication with the students indicating the objectives, the programme and the methodology? Has the student expressed any request that has not been fulfilled?
Too much material for the limited time available	Have the recommended guidelines been followed for each part of the course (time dedicated to the course, especially in the online section)? Does the student profile meet the course requirements?
I need something more practical	Do the students have a homogeneous profile? It is not advisable to combine two or more of the following characteristics in the same course: <ul style="list-style-type: none"> • High number of participants (+15), • Students with very different positions and responsibilities (e.g. HR directors, top executives, middle managers with no dependents, etc.) • Students with different levels of previous knowledge of the subject.
I need to deepen my knowledge	The Training Handbook has a specific section with bibliographical references and online resources for those who wish to know more about the covered aspects.

ANEXES

REFERENCE DOCUMENTS

Handbooks and guidelines

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Fundamental rights-based police training. A manual for police trainers http://fra.europa.eu/sites/default/files/fra-2013-fundamental-rights-based-police-training_en_0.pdf	Agencia de los Derechos Fundamentales de la Unión Europea	2013
Protocolo para la implantación de un proceso de <i>mainstreaming</i> de género http://www.inmujer.gob.es/areasTematicas/redPolitic as/actividadesRed/docs/SesionPlenariaAviles/09_Protocolo_MG_def.pdf	Grupo de trabajo de <i>mainstreaming</i> de género, Instituto de la Mujer (Dirección General para la Igualdad de Oportunidades, Ministerio de Sanidad, Servicios Sociales e Igualdad), Unidad Administradora del FSE (Secretaría de Estado de Empleo), Ministerio de Empleo y Seguridad Social	2013
Manual de formación sobre discriminación “Seminarios de sensibilización en las áreas de no discriminación e igualdad orientados a organizaciones de la sociedad civil” http://www.humanconsultancy.com/Publications/ES_Training%20manual%20+%20national%20context.pdf	Lukasz Bojarski, Isabelle Chopin, Barbara Cohen, Uyen Do, Lilla Farkas y Romantita Lordache (Human European Consultancy, Grupo de Políticas de Migraciones, Comisión Europea)	2012
Manual de formación sobre discriminación “Seminarios de sensibilización en las áreas de no discriminación e igualdad orientados a organizaciones de la sociedad civil”. Documento de contexto nacional: ESPAÑA http://reventon.websitewelcome.com/~migpolgr/public/docs/Spain.pdf	Human European Consultancy, Grupo de Políticas de Migraciones, Comisión Europea	2012
Prévenir les discriminations et garantir l'égalité? Méthode d'autoévaluation. Gestion des ressources humaines dans les collectivités territoriales http://www.defenseurdesdroits.fr/sites/default/files/upload/guide_collectivites-territoriales.pdf	Le Défenseur des Droits, Francia	2012
Making Inclusion a Reality in Development Organisations. A manual for advisors in disability mainstreaming http://www.iddcconsortium.net/sites/default/files/resources-tools/files/121200_iddc_totm_digi_revised.pdf	International Disability and Development Consortium	2012
Compendium of good practice on Non-Discrimination/Equality Mainstreaming http://ec.europa.eu/justice/discrimination/files/comp	Comisión Europea	2011

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endium_mainstreaming_equality_en.pdf		
Propuesta metodológica para el trabajo contra la discriminación en el ámbito local http://www.femp.es/files/566-1303-archivo/Guia_metodologica_FEMP-MSSSI.pdf	Federación Española de Municipios y Provincias y Ministerio de Sanidad, Servicios Sociales e Igualdad	2012
An employer's guide to creating an inclusive workplace http://www.equalityhumanrights.com/uploaded_files/publications/an_employer_s_guide_to_creating_an_inclusive_workplace.pdf	Equality and Human Rights Commission. United Kingdom	2010
Good Practice Guide. Diversity in Recruitment to the Senior Civil Service http://www.civilservice.gov.uk/wp-content/uploads/2011/09/20091207GoodPracticeGuideDiversityinRecruitmenttotheSCS_tcm6-35296.pdf	Civil Service, United Kingdom Government	2009
Manual for Gender Mainstreaming http://ec.europa.eu/social/BlobServlet?docId=2045&languageId=en	Comisión Europea	2008
Promoting Equality, Valuing Diversity. A Strategy for the Civil Service http://www.civilservice.gov.uk/wp-content/uploads/2011/07/diversity-strategy.pdf	Civil Service, United Kingdom Government	2008
Inclusive Talent Management Top Tips for the Civil Service http://www.civilservice.gov.uk/wp-content/uploads/2011/09/Inclusive-Talent-Management-Tips_tcm6-35851.pdf	Civil Service, United Kingdom Government	2008
Practitioner Guide: How to create a Talent Management Strategy that reflects Diversity http://www.civilservice.gov.uk/wp-content/uploads/2011/09/Talent-Strategies-Practitioner-Guide_tcm6-35853.pdf	Civil Service, United Kingdom Government	2008
Non-discrimination: mainstreaming instruments, case studies and way forwards http://ec.europa.eu/social/BlobServlet?docId=1426&languageId=en	Comisión Europea, Centre for Strategy & Evaluation Services	2007
Combatir la discriminación. Manual de formación http://explotacion.mtin.gob.es/oberaxe/documentacion_descargaFichero.action?bibliotecaDatold=64	Comisión Europea, Human European Consultancy	2006
Common Measures for Discrimination II. Recommendations for Improving the Measurement of Discrimination http://www.ldo.no/Global/Diverse%20PDF/CMD_delrap	The Norwegian Equality and Anti-discrimination Ombud and Danish Institute of Human Rights	2006

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port_2.pdf.pdf		
A guide to gender impact assessment http://ec.europa.eu/social/BlobServlet?docId=4376&languageId=en	Comisión Europea	1998

Good Practice compilations

Título	Author	Year
Catálogo de buenas prácticas en la introducción del principio de igualdad entre mujeres y hombres en los fondos estructurales y el fondo de cohesión http://www.inmujer.gob.es/areasTematicas/redPoliticas/metodologia/docs/CatalogoBuenasPracticas.pdf	Instituto de la Mujer (Dirección General para la Igualdad de Oportunidades, Ministerio de Sanidad, Servicios Sociales e Igualdad)	2013
Quince buenas ideas. Gestión de diversidad cultural en las ciudades http://www.fundacionbertelsmann.org/fundacion/data/ESP/media/Quince_Buenas_Ideas_espanol(1).pdf	Cities of Migration, Fundación Bertelsmann	2013
The essential guide to the public sector equality duty http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/essential_guide_update.pdf	Equality and Human Rights Commission, Reino Unido	2012
Mejores prácticas de Recursos Humanos en el Sector Público http://www.oitcinterfor.org/node/4650/	Secretaría de la Función Pública. Gobierno de México	2012
Compendium of good practice on Non-Discrimination/Equality Mainstreaming http://ec.europa.eu/justice/discrimination/files/compendium_mainstreaming_equality_en.pdf	Comisión Europea	2011
Embedding Equality in Public Services: What Works in Practice http://www.equality.ie/Files/Embedding%20Equality%20in%20Public%20Services%20-%20What%20works%20in%20practice.pdf	Equality Authority, Irlanda	2011
Equality Benefits Tool. Your Service Users and You: Realising the Benefits in the Public Sector http://www.equality.ie/Files/Your-Service-Users-and-You.pdf	Equality Authority, Irlanda	2011
Final Seminar Report: Good Practice Exchange seminar on non-discrimination mainstreaming, Finland 7 - 8 September 2009 http://ec.europa.eu/social/BlobServlet?docId=4656&languageId=en	Niall Crowley (Human European Consultancy, Comisión Europea, ösb Consulting)	2009

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Non-discrimination: mainstreaming instruments, case studies and way forwards http://ec.europa.eu/social/BlobServlet?docId=1426&langId=en	Comisión Europea, Centre for Strategy & Evaluation Services	2007
Guía de Buenas Prácticas para el equilibrio de la vida profesional, familiar y personal http://www.valencia.es/mujer/mujer.nsf/0/2B6976CD33EFF43AC12575460038F977/\$FILE/Gu%C3%ADa%20Buenas%20Pr%C3%A1cticas%20sobre%20el%20Equilibrio%20de%20la%20Vida%20Profesional%20y%20Personal.pdf?OpenElement&=lang=1	Ministerio de Trabajo y Asuntos Sociales, Dirección General de las Familias y la Infancia	2007

Studies and diagnostics

Título	Author	Year
Análisis y reflexión en torno al mainstreaming en las políticas de igualdad http://www.fes-web.org/uploads/files/modules/congress/11/papers/429.doc	María Silvestre, Arantxa Elizondo, Ainhoa Novo	2013
II Encuesta sobre opiniones y actitudes de los españoles ante la dimensión cotidiana de la religiosidad y su gestión pública http://www.observatorioreligion.es/upload/97/31/II_Encuesta_sobre_opiniones_y_actitudes_de_los_espanoles_ante_la_dimension_cotidiana_de_la_religiosidad_y_su_gestion_publica.pdf	Observatorio del Pluralismo Religioso en España	2013
Mujeres y hombres en España http://www.ine.es/ss/Satellite?L=es_ES&c=INEPublicacion_C&cid=1259924822888&p=1254735110672&pagename=ProductosYServicios%2FPYSLayout&param1=PYSDetalleGratuitas	Instituto Nacional de Estadística, Ministerio de Sanidad, Servicios Sociales e Igualdad	2013
Estudio diagnóstico de fuentes secundarias sobre la discriminación en España http://www.msssi.gob.es/ssi/igualdadOportunidades/noDiscriminacion/documentos/r_Castellano_vf..pdf	Ministerio de Sanidad, Servicios Sociales e Igualdad	2013
Hidden Talents, Wasted Talents? The real cost of neglecting the positive contribution of migrants and ethnic minorities http://cms.horus.be/files/99935/MediaArchive/publications/20068_Publication_HiddenTalents_web.pdf	Catherine Lynch, Shannon Pfohman, European Network against Racism	2013

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<p>Women, Work, and the Economy: Macroeconomic Gains From Gender Equity http://www.imf.org/external/pubs/ft/sdn/2013/sdn1310.pdf</p>	<p>Katrin Elborgh-Woytek, Monique Newiak, Kalpana Kochhar, Stefania Fabrizio, Kangni Kpodar, Philippe Wingender, Benedict Clements, Gerd Schwartz (Fondo Monetario Internacional)</p>	2013
<p>La contribución de los emprendedores inmigrantes a la economía. (SOC/449) http://eescopinions.eesc.europa.eu/viewdoc.aspx?doc=ces/soc/soc449/es/ces638-2012_00_00_tra_ac_es.doc</p>	<p>Brenda King, Comité Económico y Social Europeo</p>	2012
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<p>Economic Cost of Roma Exclusion http://siteresources.worldbank.org/EXTROMA/Resource/Economic_Costs_Roma_Exclusion_Note_Final.pdf</p>	<p>The World Bank, Europea and Central Asia Development Department</p>	2010
<p>Cambios y retos en los recursos humanos del sector público https://candidate.manpower.com/wps/wcm/connect/ESCampus/5449398044681563a247ee462cdd5e41/Estudio%2BManpower%2BSector%2BP%C3%BAblico.pdf?MOD=AJPERES</p>	<p>Manpower</p>	2010
<p>Statistics on Discrimination and Database on Complaints. A contribution from national equality bodies http://www.equineteurope.org/IMG//pdf/EN_-_Statistics_on_Discrimination_and_Databas_on_Complaints.pdf</p>	<p>Equinet</p>	2009
<p>“La gestió de la transversalitat a les administracions públiques: elements de diagnosi i propostes obertes” “La transversalitat a l’Administració pública: un enfocament organitzatiu” http://www20.gencat.cat/docs/eapc/Home/Publicacions/Butlletins%20i%20revistes/Escola%20Innovacio_Butllet</p>	<p>Miquel Salvador Enric Herranz, Alexandre Álvarez (Escola Innovació. Butlletí de la Funció Directiva.)</p>	2008

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“Ethnic” statistics and data protection in the Council of Europe countries. Study Report http://www.coe.int/t/dghl/monitoring/ecri/activities/themes/Ethnic_statistics_and_data_protection.pdf	Patrick Simon, Institut National d'Etudes Démographiques, Consejo de Europa	2007
Measuring Discrimination. Data Collection and the EU Equality Law http://ec.europa.eu/social/BlobServlet?docId=1687&languageId=en	Timo Makkonen, Comisión Europea	2006

Annex 1. Activity 1- Business case

Imagine you want to convince the person responsible for your department of the need to initiate changes for the cross-cutting application of the principle of equality and non-discrimination.

To do so, you must prepare a document where you show the main reasons and arguments, adapted to the reality of your concrete work. This document may adopt any of the following formats:

- 1. Interview guidelines that you might have with your responsible.
- 2. PowerPoint or Prezi presentation that you might use during that conversation.
- 3. The computer graphics you might use during this conversation.
- 4. Video of the figurative interview.
- 5. Other format, with prior consent of the teachers responsible for this Module.

In all cases you must include the possible objections that could probably take place and your response to them.

We recommend you to read the following sections of the Training Handbook:

- Module 1 (theoretical), pages 38-41: “The benefits of the mainstreaming...”.
- Module 1 (theoretical), pages 69-72: “Why talk about diversity?”.

Please send your response directly to the teachers responsible for this Module.

Annex 2. Activity 2 - Case studies

Following we present different situations. This consists in:

- 1. Determining which type of discrimination is (direct, indirect) and why.
2. Determining which research actions would take place.
3. Determining which type of line of action would be the most appropriate.

In case you have any doubt you can check the Handbook (Module 1).

CASE 1

A young person, who is looking for a flat, is interested in an apartment for him and his wife in a public housing enterprise that intercedes between homeowners and tenants. The person who attends him checks that he complies the requirements to formalize the contract and after consultation with the homeowners agrees to formalize the contract for the following week. The tenant comes with his wife to the lease signing ceremony. The homeowner after noting that the woman wears a veil in her head, she tells the technician that a meeting just arose to her and that she prefers to postpone the signing of the contract and that she will contact him further on.

CASE 2

A civil servant has been working for several months in a local administration as technical adviser. The working atmosphere is really good, both with her colleagues and with her coordinator. One day, while chatting with her coordinator about her family, she says that she would like to go on vacation with her wife and her daughter two weeks in May. Shortly after, the coordinator starts giving her less work.

CASE 3

A man comes to a local police office to make an appointment for registering in the European Union Citizenship Registry. After waiting the line they tell him that there are no more numbers for Romanian people.

CASE 4

Two young people are about to enter in a public pool. In the door, the security guard tells them that they cannot enter because the facilities are full. After having seen that there are people that continue going in, the young people ask why access is denied to them. The guard answers that the neighbors do not want the pool getting full of roma people.

CASE 5

A couple, Spanish man and Ecuadorian woman go to the Civil Registry of a village to request information for getting married. There they tell them that one of the requirements for that is to have Foreign Identification Number-NIE- in force. However, the Minister of Justice's website indicates that it is enough to present a valid passport.

CASE 6

A little girl with a light mental disability attends the school center of her neighborhood during her first year of primary education. After a few months at the educational center, her father find strange that her daughter does not make progress, so he makes an appointment with the tutor. When he meets with her, the tutor tells him that her daughter sits at the back of the class in a systematic manner because if not the rest of the class gets distracted. When the father asks if they have diversity management policies in the school, the tutor tells him that they do not have those policies, that it is not necessary because all people are treated equally in that center.

Annex 3. Activity 3 - Challenges

After reading pages 80 to 84 of the Training Handbook:

1. Identify the 2 principal challenges in your case
- 2. Which of the suggested tools to respond the challenges you think are the most useful and/or feasible for your working environment?
3. Do you come up with any other that it is not in the list?

We invite you to share your responses in the Virtual Classroom.

Annex 4. Activity 3 - Financing

After reading pages 86 to 91 of the Training Handbook:

1. Identify, amongst all the provided, a possible source of financing that would let you implement an action related to equality and non-discrimination.
- 2. Why did you choose that one and not any other?
3. What steps should you take?

Please, share briefly your answers in the Virtual Classroom.

Annex 5. Activity 5 - Barriers

Amongst all the barriers detailed below:

1. Identify those that you think that concern your department.
2. Write a short information note about which strategy should be taken to address them (imagine it is addressed to your superior authority).

Please, send your answer to the teachers responsible for this module.

BARRIERS

- Few information and knowledge about how to incorporate equality and non discrimination principle in the work of public administrations on a horizontal basis at a political and technical level
- Existence of prejudices and stereotypes among people working in public administrations over certain groups.
- Weak monitoring and assessment of initiatives undertaken or inadequate monitoring/assessment system, in some cases becoming even too ambitious when defining some indicators.
- Difficulties when collecting data for monitoring or assessment of initiatives, due to lack of coordination between institutions and/or absences and/or quality of that data.
- Access to few economic resources.

- Address equality and non-discrimination as a mere legal duty, from a routinely perspective and without seeing its potential benefits.
- Difficulties in maintaining the commitment of participation of the main actors during the whole process.
- Little social sensitivity towards this area and even little social support by some groups to the implementation of specific actions to ensure the right to equality and non discrimination of certain groups/persons particularly at risk of discrimination.

Annex 6. Activity 6 - Reviewing the regulations

Take an example of legislation from your area of activity and please enumerate 4-5 elements that might be included to better achieve the principle of equality and non-discrimination.

Extension: maximum 2-3 pages

As an indication, the following initiatives might be analyzed, for example:

- Announcement of grants financed by the Personal Income tax Declaration (IRPF)
- Preliminary draft legislation of police service (simulated case)

Please, send your answers to the teachers responsible of this module.

Note: depending on the student profile some examples of legislation might be included.

Annex 7. Activity 7 - Impact assessment

Choose a new regulation of your area of activity that has been recently approved and is being implemented, number 3-4 aspects that might be included in the equality and non-discrimination impact assessment report (see tool 14, pages 167 to 169 of the Training Handbook).

We invite you to share your answer in the Virtual Classroom.

Annex 8. Activity 8 - Sectorial Plan

Please, select a sectorial plan from your area of responsibility and list five recommendations that might improve the way in which the principle of equality and non-discrimination is applied.

As an indication, the following plans could be analyzed, for example:

- National Master Plan Draft of Spanish Cooperation
- National Action Plan Draft for Social Inclusion
- National Strategic Plan Draft to combat sexually transmitted infections and HIV

We invite you to share your answer in the Virtual Classroom.

Annex 9. Activity 9 - Data compilation

Imagine you are Assistant Director of a department and they have asked you to contribute to draw up a report about equality and non-discrimination in the Spanish Public Administration.

Give a detailed explanation all the necessary steps to compile the required information in your area of activity following this guide:

- Identify your area of activity
- Describe which are the responsibilities of your department and the extent to which it can influence the citizenship, especially in relation with the most vulnerable groups to discrimination.
- Identify which type of data are compiled in your department (records, reports, petitions from citizens, etc.)
- Identify which changes might be done in the way data is compiled to extract information about equality and non-discrimination

We invite you to share the answer in the Virtual Classroom.

Annex 10. Activity 10 - Communication

From the information, communication and awareness-raising actions mentioned in the manual (pages 142 to 145), choose your 3 favorites, indicating:

1. Why did you choose those ones and not others?
2. Which tools did you like less and why?

If you had to set in place a communication and awareness-raising action in your department:

- Who might be the addressees?
- Which product would be the appropriate?
- What would be its advantages?
- And its disadvantages?

We invite you to share your answers in the Virtual Classroom.

Annex 11. Activity 11 - Case Study, Module 3

Students will be divided in 3 or 4 groups so each of them agree on three or four main ideas about the following case:

Imagine you have just arrive to a new department, in whose sphere of activity you do not have experience.

They have asked you to prepare a strategic note about how to improve the way in which equality and non-discrimination are taken into account in the implementation of an action plan based in a specific regulation, which would be the main ideas that should be included in this note?

MAIN IDEAS

1.

2.

3.

4.

Annex 12. Activity 12 - Roadmap, Module 3

Following the sample provided in the Training Handbook (page 108-110), we ask you to design a roadmap in your area of activity, explaining the design, elaboration, implementation, assessment and monitoring process.

ROADMAP

Annex 13. Activity 13 - Equality Screening, Module 3

Imagine someone asks you to carry out a screening of equality of any of the following Sectoral Plans:

- Director Master Plan Draft of Spanish Cooperation
- National Action Plan Draft for Social Inclusion
- National Strategic Plan Draft to combat sexually transmitted infections and HIV

Answer the questions included in pages 164 - 165 of the Handbook.

EQUALITY AND NON-DISCRIMINATION SCREENING

Annex 14. Activity 14 - Attention to discriminatory incidents, Module 3

We offer you two case studies that could be considered as discriminatory incidents. Tell us below the steps that you would take from a public administration to record and address that possible discriminatory incident.

CASE 1

A civil servant has been working for several months in a local administration as technical adviser. The working atmosphere is really good, both with her colleagues and with her coordinator. One day, while chatting with her coordinator about her family, she says that she would like to go on vacation with her wife and her daughter two weeks in May. Shortly after, the coordinator starts giving her less work.

CASE 2

A little girl with a light mental disability attends the school center of her neighborhood during her first year of primary education. After a few months at the educational center, her father finds strange that her daughter does not make progress, so he makes an appointment with the tutor. When he meets with her, the tutor tells him that her daughter sits at the back of the class in a systematic manner because if not the rest of the class gets distracted. When the father asks if they have diversity management policies in the school, the tutor tells him that they do not have those policies, that it is not necessary because all people are treated equally in that center.

ATTENTION TO DISCRIMINATORY INCIDENTS (STEPS TO TAKE)

Annex 15. Activity 15 - Communication, Module 3

Students will be divided into 3 or 4 groups and they are asked to think about the following case:

A number of stereotypes towards people with disabilities and Roma people have been detected. A small budget has been allocated to implement a communication or awareness-raising action to try to rectify the situation and you are going to hire a specialized company to implement the action.

1. What type of action could be implemented to try to change the way population see this group?

2. What issues should be included in the sheet of technical specifications?

Annex 16. Activity 16 - Ethical recruitment, Module 3

Students will be divided into 3 or 4 groups that will be asked to think about the following case:

According to the sheet of technical specifications provided, identify 4-5 improvements that can be made in order to foster a more responsible recruitment.

Improvement 1

Improvement 2

Improvement 3

Improvement 4

Annex 17. Activity 17 - Citizen consultation, Module 4

Your local council organises meetings so that the neighbours can comment on an urban development.

Detail the adaptations you consider that should be made in order to achieve participation on equal terms from all the citizens.

For instance:

- Mums will not attend these gatherings if they are not provided with a place for their children to stay in in the meantime.
- People with few economical resources will not attend these gathering if they are not provided with a special bus/metro ticket.
- Some immigrants will not show up unless they are assured that there will be translation available.
- (Etc.)

ADAPTATIONS

Annex 18. Activity 18 - Role-play, Module 4

The aim of this activity is to perform plays illustrating a possible scenario for discrimination. To do so, 8 volunteers will be required; 4 of them will play the following roles:

1. Official having a discriminatory attitude
2. Assisted woman
3. Official who notices the situation and tries that the woman is assisted (applying the principles of equality and non-discrimination)
4. Person belonging to an NGO who is informed by the woman about the incident considered by her as discriminatory.

Every group is given about 10 minutes to prepare the role-play. After that, they are asked to perform it in their term. After every play people give their opinion and discuss about it.

Note: for this session it is advisable to invite NGOs specialised in equality and non-discrimination, which may serve as a contrast and contribute to the discussion with their perspectives.

CASE 1: discriminatory incident concerning racial or ethnic origin

A Ukrainian woman requests the birth certificate of her daughter, born in Spain. The registry official responds her that she must come back another day.

The woman goes back to the place the following day. When the official sees her states “she’s back, so annoying”. The woman says that she needs the certificate immediately, since she has an appointment at the Ukrainian Consulate that same week and she needs the document in order to register her and process her documents.

The official says that this paperwork can only be done on Thursdays and she cannot do it before because she needs authorisation. Therefore, she must go back next Thursday. The official leaves have lunch. The woman waits for her hoping she could talk to the official after lunch and explain how urgent it was.

A colleague of the Council realises as well and asks the woman about it. She explains the situation and says that she will talk to the Mayor if they do not pay attention to her.

When the official comes back from lunch, her colleague tells her about the victim’s will of talking to the Mayor. After this the woman is assisted (she can see on the official’s table her daughter’s birth certificate signed).

Once at home, the woman realises that her daughter's name is not correctly spelled, so she goes back to the registry office in order to report the error. The official's answer is "do you think you are the only one in the world or?" "I have more stuff to do apart from assisting you". The woman insists and she is finally assisted.

While assisting her, the official asks the woman "and why are you in Spain?". Then she says "foreigners give us a lot of work, and plus you guys have those hard names, I'm sick of foreigners" and keeps on adding "because of you our salaries have all been reduced". She finally asks "why don't you go back to Ukraine?".

The woman explains that she has been living in Spain for a long time, her daughter was born here and her husband works here. The official answers "tell your husband to stay and leave for Ukraine with your daughter yourself". The woman does not want to have any conflict with the official, so she decides to leave, but she turns to an NGO to explain the incident she considers discriminatory.

CASE 2: discriminatory incident on the basis of religion or belief

An official has been working as a technical adviser in a ministerial department for several months. The working environment is very good, not only with her colleagues but also with the director general. During summer the official goes on holidays for one month and when she comes back she goes to work wearing a hijab. Shortly after that the director starts giving her less and less work.

Annex 19. Activity 19 - Action Plan, Module 4

3 or 4 groups are formed and they are asked to reflect on the following case:

Please identify 2-3 specific initiatives that you would be willing to launch at your organization in order to put into practice what you learned in this module.

INITIATIVES WE WOULD BE WILLING TO LAUNCH

1.

2.

3.

Annex 20. Activity 20 - Hidden rules, Module 5

This is an experiential exercise is designed to foster a reflection on majority-minority dynamics in groups.

Some members of the class go out of the classroom. The others, who are inside, initiate a routine only known by them (e.g., walking leaving a certain distance among them). When the members who stayed outside go back inside, they are simply asked to integrate into the whole group as soon as possible. Speaking is not allowed during this exercise.

Some aspects such as typical behaviours of *insiders* and *outsiders*, formal organisation versus informal organisation, coping strategies (who and what must change), etc. may be highlighted in the findings.

Annex 21. Activity 21 - Inclusive strategy of talent, Module 5

This exercise is intended to make people reflect on the strategies that can be launched for public staff's talent management, adopting an inclusive approach.

3 or 4 groups are formed and they are asked to reflect on the case below:

Consider the '6 steps towards an inclusive strategy of the talent in the public sector' included in the Handbook and identify the 3 priority aspects for the Administration generally and for its service/department/etc. more particularly.

3 PRIORITY ASPECTS FOR THE PUBLIC ADMINISTRATION GENERALLY

1.

2.

3.

3 PRIORITY ASPECTS FOR THE DEPARTMENT YOU ARE WORKING FOR

1.

2.

3.

Annex 22. Activity 22 - Diversity management in practice, Module 5

Here are 3 scenarios. Analyse them individually and discuss how you would act in those situations in small groups. The results will be tabled in plenary.

CASE 1

A blind person arrives to your department. As the responsible for the 15-people team in which this person will work, what actions will you put into practice so that this person is fully integrated in the department? In other words, how could you assure them a truly inclusive working environment?

CASE 2

It has come to your notice that someone in your team has married. As the Human Resources officer, you know that she has not asked for the leave she has the right to. In order to find out the reason for this, you invite her to come over to your office. Make a brief description of the conversation you would hold with her. What may be the reasons behind such an unusual behaviour?

CASE 3

You are in charge of a 50-people team. After going on holidays, one of your best collaborators has started to wear the veil commonly associated with the Muslim religion. Comments have increased, you even know that it has come to this collaborator's notice. What action would you take to that respect? Who would you talk about it with?

Annex 23. Activity 23 - Split up class, Module 4

In 1968, one day after the assassination of Martin Luther King, the primary education teacher Jane Elliott decided to make her pupils aware of what happened through an experiment on the consequences of discrimination, for those who discriminate as well as for those who are discriminated. Participating schoolchildren met again 14 years later, when they were already adults, and they agreed in highlighting the great impact it had had in their lives. This experiment was repeated afterwards with the staff in a prison, with very similar results.

The following documentary shows all this process (Internet connection and access to YouTube are needed):

<http://www.youtube.com/playlist?list=PL3EF4E629AB25C3E1>

Once you have watched the video, please answer the questions below:

1. What lessons can we draw from this controversial experiment?
2. How could it be applied to another type of different features from the colour of the skin? (e.g., sexual orientation, age, etc.)
3. Have you witnessed any similar situations or behaviours to those on the previous video in your working environment?
4. What action do you consider that could be launched in order to work on this or another type of cases of discrimination?

Please share your answers on the Virtual Classroom

Annex 24. Activity 24 - Attention to discriminatory incidents in a public service protocol, Module 4

Here are two of the cases addressed in the course of the training. The exercise consists of selecting one of the cases and describing:

1. What could the protocol for action of such service be in order to practice response to discriminatory incidents, specifying the steps you would give if a citizen files a complaint for discrimination?
2. What preventive action could be taken with the staff in order to avoid eventual situations of discrimination?
3. Build five recommendations for the staff to manage diversity at work.

Maximum length 2 sheets of paper: the students are asked to explain the steps chosen.

CASE 1

A girl with mild mental disabilities goes to an educational centre at her neighbourhood in her first year of primary education. After some months attending the centre, her dad finds it strange that his daughter does not make any progress and he decides go see her teacher. When they meet the teacher tells him that his daughter systematically sits down in the back of the classroom because if she sits in the front she distracts the other students in the class. When the dad asks the teacher whether they have a management diversity policy in the centre, the teacher says no, since it is not necessary because equal treatment is provided to everyone.

CASE 2

A woman of Ukrainian origin goes to the registry office to request the birth certificate of her daughter, who was born in Spain. The official who assists her puts unnecessary obstacles in the paperwork, making her go back to the office several times and even rebuking her for how much foreigners make her work, suggesting that she should go back to her country. The official finally surrenders the birth certificate, but the woman feels that she has not been fairly treated because of her racial or ethnic origin.

Annex 25. Activity 25 - Unconscious bias, Module 5

The aim of Harvard University Project Implicit is to detect the unconscious associations people make after certain features, such as nationality, skin colour, sexual orientation, etc. It is based on a proven fact by Psychology, that states people do not always say what they really think and vice versa, i.e., we do not always even know what we think. This fact is proved by Psychology.

Please choose one (or more) of the following tests, which are available on the website of the project: <https://implicit.harvard.edu/implicit/spain/> (see picture).

Tome un Test de Demostración

Sexo	Género (Género-Ciencia TAI). Este TAI normalmente muestra una relación entre las artes liberales y las mujeres y entre la ciencia y los hombres.
Diversidad Sexual	Sexualidad Este TAI se basa en la habilidad para distinguir palabras y símbolos que representan personas homosexuales y heterosexuales. A menudo se revela una preferencia automática por personas heterosexuales.
Tono de piel	Tono de Piel (Piel Clara - Piel Oscura TAI). Para que este TAI sea efectivo es necesario que el participante tenga la habilidad de diferenciar rostros de piel blanca de rostros de piel oscura. Normalmente este TAI muestra en los participantes preferencia por personas de piel blanca sobre personas de piel oscura.
Países	Países (TAI España-Estados Unidos). Este TAI se basa en la habilidad del participante para reconocer caras de líderes e íconos nacionales. Los resultados pueden ser usados como una nueva manera de medir el nivel de nacionalismo.
Edad	Edad (Joven-Viejo TAI). Este TAI se basa en la habilidad del participante para distinguir caras viejas de caras jóvenes. Normalmente este TAI indica una preferencia automática por los jóvenes.
Peso	Peso (Gordo-Flaco TAI). Este TAI se basa en la habilidad del participante para distinguir rostros de personas obesas y rostros de personas delgadas. Normalmente este TAI revela una preferencia automática por las personas delgadas.
Raza	Raza (Negro-Blanco TAI). Este TAI se basa en la habilidad del participante para distinguir entre rostros europeos y africanos. Los resultados indican mayormente una preferencia automática por los blancos.

You can find a short theoretical reference in the Course Handbook.

Please analyse the consequences that this type of ‘cognitive automatism’ may have had in your professional life. For example, in decision-making about promotion, formation of teams or working commissions, etc. What would you be willing to change as a result of this exercise?

If you feel comfortable, you can share your findings and considerations on the Virtual Classroom.

Annex 26. Activity 26 - Talent matrix, Module 5

Using the model provided in the Course Handbook ('talent matrix', page 210):

1. Identify the place each person of my team would occupy.
2. Is there any pattern: age, sex or any other personal feature?
3. What features would belong to the majority group (the so called 'successful profile') within the organisation?
4. What action should be taken to encourage mobility of each person within the matrix?

Annex 27. Activity 27 - Action Plan, Module 5

Please identify 2-3 specific initiatives that you would be willing to launch at work in order to put into practice what you learned in this module.

ACTION PLAN (3 SPECIFIC MEASURES)

1.

2.

3.