



ENGAGE

Module 1

The characteristics of migrant women



ZRC SAZU



Introduction to Module 1

Module 1 explores the characteristics of migrant women, especially outlining their skills, competences, cultural backgrounds, migratory experiences and language knowledge. All of which might be of interest and use for their future employers. Migrant women, especially women with the experience of forced migration, are frequently unemployed, impoverished and uneducated, bound to their households and their families. This is partially due to their underrepresentation and misrepresentation in public life. European countries have shown some effort providing individualised and focused plans of integration of women into the host societies. This module's main aim is to equip labour market stakeholders with necessary knowledge considering the social position, background and characteristics of migrant women. Module is a part of a wider educational package, a part of an initial phase of project Engage – with a goal of providing job shadowing (and further employment) opportunities for migrant women.

Each activity follows four steps: action, discussion, knowledge acquisition and conclusion. All these steps are intertwined but provided for clarity. Each activity separately introduces the lecturers' activity (facilitator), students' anticipated activity (for example engaging in a discussion, presenting, etc.), materials (needed for an activity) and links to the objective (if any).

Time allocated: 6-7 hours

General learning objectives:

- Knowledge acquisition about migrant women
- Raising awareness of social exclusion and marginalisation of TCN women from the labour market
- Overcoming prejudices about migrant women
- Overcoming (social, psychological) barriers that prevent LMS from employing TCN women
- Increasing the capacity of employers to see beyond the basic labels of migrant women (low education, cultural otherness)
- Increase the capacity of employers to apply innovative solutions in their daily work for supporting the integration of TCN women

Unit 1.

Characteristics of migrant women and the possibilities of labour market integration

ACTIVITY 1. INTRODUCTION: WHO ARE TCN WOMEN?

1. Lesson objectives:

- LMS's recognise their own assumptions about third country nationals living in their community
- LMS's understand in which aspects their assumptions "cohere" with the reality and in which aspect they don't
- LMS's learn how these prejudices can be detrimental for TCN's and especially TCN women living in the host communities

2. Intended learning outcomes:

- Getting across the basic stereotypical assumptions about where TCN come from, what is predominantly their cultural, religious, linguistic, ethnical background, their educational level and their personal characteristics. Tackling prejudices in LMS population.
- Getting to know each other and common experiences (with TCN population)

3. Time: 50 min

4. Materials needed: paper, pens, computer, internet connection, projector, speakers

5. Step by step implementation:

STEP 1. Action

- Participants are given a piece of paper. They are asked to imagine a TCN woman living in their country – based on the majority of the population. Ask them to draw this woman (fat or thin, tall or short, wearing a hijab or not) and to accompany the drawing with a list of characteristics, including her origin country, first language, migratory trajectory, years spent in the host country, familial status (married/single/divorced, number of children – If any), educational level, job status (employed, unemployed, income), a part of the country/town where she lives, her social circle. Participants are given 10 minutes to execute this task.
- Ask participants to organise in pairs (can be a group of three participants if not even). They present to each other their assumptions. They compare them.
- A facilitator then presents the real situation of migrant women in this given country (average age, predominant national and ethnical origin, predominant migratory route, employment status, familial status, educational level, languages spoken).

- Pairs compare their assumptions with the reality of TCN women. They see which person in the pair was closer to reality (in a “predominant type”) and where they have made clearly unfounded (false) assumptions.

STEP 2. Discussion

After each pair presents their work and decides on the “winner” (among the two), a discussion is enhanced. Why did participants choose the characteristics they did? Where do their assumptions arrive from? Which were the most common false assumptions? Where were the LMS participants mostly correct? Are their prejudices damaging somehow for the population of migrants and specifically migrant women? Do they present them in a specific, negative way?

Do their perspectives have an “othering” effect – pushing the migrant women’s population (culturally) further from the host society?

STEP 3. Knowledge acquisition

Facilitator ends the discussion with a TED talk by Chimamanda Ngozi Adichie, which explores the downsides and dangers of a singular (dominant) story. Participants understand the power of a dominant narrative, that overruns the marginal and “silenced” narratives of minority populations, countries, nationalities, cultures, etc. Participants recognise that being an advantaged member of society – EU citizenship and nationality, the first language, belonging to a majority racial and ethnic group, having stable housing and income, having permanent employment, owning or leasing a business, etc. – they strongly impact the narratives of “the others”. In such unintentionally imposing ways that these (false, partial, unfounded) perspectives seriously impact the lives of – for example migrants, TCN women, etc. – and their chances to find gainful employment.

STEP 4. Closure

Discussion can be promoted through questions such as: Which sort of narratives were dominant in your childhood? Did they correspond to your lived experiences? Can you think of any social groups that might have had trouble identifying with (popular or classical) literature, stories, movies, etc.? Should diversity in such areas be enforced to benefit the disadvantaged? What about employment/recruiting strategies? Are they non-biased, or do they focus on specific societal “parts” without recognising it (not according to educational level and competences, but other non-related attributes)? Should companies fight this sort of inclination to cultural monotony or should they willingly avoid this? Is commonness – all belonging to the same dominant narrative – beneficial; producing less fight, more understanding? Or is diversity more beneficial; providing new points of view and more various solutions? Facilitator should not enforce a perspective that “diversity is all good” and “monoculturalism all bad”; but should let the participants discuss the upsides and downsides of both openly.

6. Activity of persons

- **Lecturer activity:** introducing the activity, leading participants through with detailed explanation. Presentation of the “predominant TCN female” type, leading the discussion.
- **Student activity:** engaging into the activity, collaborating, discussion.

7. Link to objective

<https://www.youtube.com/watch?v=D9Ihs241zeg>

TED talk: Chimamanda Ngozi Adichie, The danger of a single story



ACTIVITY 2. THE CHARACTERISTICS OF MIGRANT WOMEN AND THEIR EMPLOYABILITY

1. Lesson introduction and objectives

Participants learn the findings of the national and the comparative report prepared by Engage partners. Opportunity to be acquainted by comparative reports and gain international perspective on labour market integration of TCN women.

LMSs gain general understanding of characteristics of TCN women, their difficulties when entering the national labour market, their general difficulties while trying to integrate into the majority society, etc. The specific characteristics that ENGAGE partners discovered during focus groups with TCN women – which are the issues women are facing in their everyday lives? What sorts of discrimination are they faced with?

Main objectives are:

- LMS's gain knowledge about the target group based on the National/Synthesis Report, presentation of focus group finding.
- Increasing LMS's awareness on TCN women's specific needs and gender issues; obstacles they face while entering the national labour market and solutions presented by NGOs, local actors.

2. Intended learning outcomes

- To understand the characteristics of migrant women living in EU countries
- To recognize their social position, their background, cultural and linguistic diversity among them, to recognize their skills and competences

3. Time: 45 min

4. Materials needed: Projector, computer, printed photographs (each 5 times), powerpoint presentation

5. Step by step implementation:

STEP 1. Action: Diversity in the workplace

Facilitator divides participants in three groups. Each group is equipped with four photographs (following). Each group has to decide on three matters:

1. Which of these women is the most highly educated?
2. Which of these women would they employ first and which one the last? What kind of a role would the "fill" inside their company/organisation?
3. Which of these women is probably protractedly unemployed?





STEP 2. Discussion

After the preceding exercises, the groups dissolve (each appoints their “speaker”). The speaker presents their conclusions/answers to the questions. Facilitators asks participants some of the following questions:

- Which were characteristics in the photographs they took into account? Which of these were perceived positively and which negatively?
- Which attributes disqualifies their potential future employees immediately – is it age, gender, race, languages spoken? Which attributes they could not “negotiate on” and are perceived as fundamentally important?
- Was there any frustration in having to decide without any real knowledge on the women’s background, competences, skills, educational history?
- Would they have preferred to have a “non-foreigner” (European?) looking woman to be in one of the photos, or would it have been harder for them – trying to avoid open racial preference?
- Was there a group that refused to answer at all due to lack of information? How do they explain their decision?
- How much do they know about the people they are employing? Is a part of the decision-making process intuitive?
- Do you know any TCN women and have you employed a woman with a migrant background previously?
- Do you know any local organisations supporting third country nationals?
- Where do you see the biggest obstacles to migrant women’s integration?

This discussion (should be approximately 20 minutes long) is followed by a power point presentation.

STEP 3. Knowledge acquisition

Facilitator organises the room so all participants can observe the power point presentation. Facilitator presents the national report and the synthesis report (both products of previous steps of project Engage) – lecturer puts a special emphasis on citizenship statuses, origin countries and nationalities of TCN women that participated in focus groups, presents their backgrounds (cultural, national, ethnical, linguistic, religious). This presentation also covers topics of issues/obstacles TCN women face in the host societies, considering legal status, employment, income, housing, child care, racism and discrimination.

The second part of the presentation focuses on the immediate (local, municipal) environment. The lecturer presents local NGOs, authorities, organisations that are concerned and involved in the support of third country nationals – for example with legal help, language classes, and support in employment search.

STEP 4. Closure.

Facilitator accepts questions about the presentation.

6. Activity of persons

- **Lecturer activity:** to print and hand out the photographs (5 times 4), lead the exercise and the discussion, make a PP presentation and answer questions
- **Student activity:** Active involvement in the exercise, listening, discussion

7. Links to objective

The Power Point presentation is on google drive.

ACTIVITY 3. AXES OF EXCLUSION

1. Lesson introduction and objectives

This activity is an “upgrade” of Activity 2. Participants will get acquainted with the concept of exclusion axes – traditional being socio-economic, ethnic and gender. Those will be elaborated upon by findings of Engage reports, especially regarding “lived experiences of interstices”. Facilitator will present accounts of how women are simultaneously excluded based on their gender, ethnicity, religion (especially when wearing hijab and expressing their religion openly), skin colour, maternity status, legal status, etc. – and how all this “circumstances” do not simply add but multiply. The presentation will be done through additional slides (upgraded PP; Activity 2)

Main objectives are:

- Participating LMS’s understand the concept of exclusion axes and can apply this knowledge in a discussion

2. Time: 30 min

3. Materials needed: laptop, internet connection, projector, speakers, power point presentation

4. Step by step implementation:

STEP 1. Action and knowledge acquisition

Facilitator presents the axes of exclusion based on a powerpoint. Initially he/she introduces the concept and goes on to explore it in particular – through social and economic, gender and ethnicity/nationality based exclusion.

Facilitator proceeds to present social exclusion as a concept and a psycho-social process that can also be approached from in a more “immediate” sense: as a workplace exclusion. Axes of exclusion are therefore a “life’s foundation” for migrant women (being in many cases excluded on the basis of socio-economic status, gender and ethnicity/nationality/citizenship).

For many of them, the feeling of workplace exclusion (let us call it an “area of life” sort of exclusion that is less total in its effects) is unknown, because they are excluded from the labour market itself. But to understand and emphatically approach the topic, participants are invited to reflect on their own experiences of exclusion – especially in the workplace.

This exercise starts with a short speech (available on youtube): Jane O'Reilly, Social Exclusion in the Workplace

STEP 2. Discussion

Participants are asked to 1. Present their workplace culture, 2. Present any examples of social exclusion that have happened in their workplace (either their own experiences or occurrences they have witnessed). Participants are invited to reflect:

- Would workplace diversity lead to more inclusion or more exclusion? Would employing a TCN woman lead to a greater risk to “exclude” in the immediate environment (if she would not fit, if other employers would not react openly and welcomingly)?
- Would their company require training for employees before employing a TCN woman (for example if she was wearing a hijab)? How do they evaluate current intercultural competences of their employees? Do they have a mono-cultural or a multicultural team?

STEP 3. Closure

5. Activity of persons

- **Lecturer activity:** lead the exercise and the discussion, make a PP presentation and answer questions
- **Student activity:** Active involvement in the exercise, listening, discussion

6. Links to objective

https://www.youtube.com/watch?v=HMAfAnTo4_M

Imagine your workplace: Jane O'Reilly, Social Exclusion in the Workplace



Unit 2.

Interactive learning

Second unit of the module introduces a more interactive approach, based on meeting with TCN women and discussing their (prospective) inclusion into LMS's teams.

ACTIVITY 1. LIVING LIBRARY

1. Lesson introduction and planned learning outcomes

Three TCN women (the ones that also participated in the focus group/will participate in the course and job shadowing AND/OR others) come as guests to the LMS training. They stay for 60 minutes, each of them “hosting” a group of LMSs for 15 minutes – where they present their experiences with educational institutions and labour market integration. This way LMSs get accustomed with 3 TCN women and their personal experience. The “circling” (each small group of LMSs speaks to each TCN woman) is followed by a general discussion moderated by the lecturer.

2. Intended learning outcomes:

- To be acquainted with TCN women and hear their experiences first hand
- To create cooperation between LMS's and TCN's involved in the Engage project
- To follow inclusivity as practice throughout the project, letting “the subjects” speak about themselves on their own terms

3. **Time:** 60 minutes, 15 minutes in each group, 15 min for a general discussion.

4. **Materials needed:** /

5. **Persons needed:** Three TCN women partaking in Engage project.

6. Step by step implementation:

STEP 1. Action and knowledge acquisition

The participants are instructed to divide into three groups. Each group collaborates with one visiting TCN woman. She is a leader of her “table” and is there to present her story and answer potential questions. The activity resembles an “living library” but is downsized and more rigidly conceptualised – due to limited time. Individuals and groups can't choose their conversation partner. Each group enters in the conversation with each TCN woman. TCN women can choose their own narrative and can highlight any aspect of her life – with a general focus on migration, education and employment.

Facilitator provides initial instructions and has participants gather in three smaller groups. These have to be spread across the room/place enough to not interrupt each other. After that each “circle” is left with one TCN for 15 minutes. After this period of time the women switch - groups remain in their positions.

Facilitator should suggest that participants ask questions, but avoid being overly intrusive.

STEP 2. Discussion and closure

Facilitator invites one person from each group to present general insights and evaluate the exercise. If any of the participants or TCN women have questions, they can pose them.

7. Source of activity

<https://www.coe.int/en/web/youth/living-library>

ACTIVITY 2. AD HOC ROUND TABLE

1. Lesson introduction and planned learning outcomes

TCN women (invited as hosts to the training) and 2 LMS are included into an “ad-hoc” round table, discussing the issues of labour market integration. The moderator leads the discussion with pre-prepared questions and the participants are encouraged to discuss matters in an argumentative manner.

Main objectives:

- Develop critical arguments that support and encourage labour integration of migrant women
- To present an “equalising” activity positioning LMS’s and TCN’s into a common discussion
- Strengthening intercultural skills

2. Time: 45 minutes

3. Materials needed: /

4. Persons needed: Two TCN women participating in the Engage project

5. Step by step implementation:

STEP 1. Action and discussion

Facilitator introduces the participating TCN women (2) and outlines the activity: there will be an ad hoc moderated round table composed of two TCN women and two participating LMS’s. Moderator will pose questions that will be sequentially answered by four “guests”. Moderator will also engage them into a direct argumentative encounter. Facilitator (that will also moderate the “round table”) collects two volunteers from LMS’s. They have 5 minutes to look at the pre-prepared questions.

List of question to be asked (also available in Annex III)

- Which are the best outcomes/positive aspects of employing foreign workers?
- Which are the most negative aspects of employing foreign workers?
- What would a model integration into the labour market entail?
- Your suggestions for the host country to better integration policy?
- Biggest obstacles faced by migrants and especially migrant women?
- What are the reasons for the low percentage of migrant women (especially refugees) being active in the labour market?
- Which stereotypes LMSs mostly hold about TCN women?
- Which aspects of discrimination in the work place are you aware of?

STEP 2. Closure

When the round table concludes, the moderator invites other participants into the discussion – specially to present other (not previously mentioned) perspectives on the labour market and general (social) integration of TCN women.

ACTIVITY 3. ONE STORY

1. Lesson introduction and objectives:

A guest speaker (TCN women) comes to the LMS training. She prepares a lecture on her “life-story” – migration into the new national context, initial issues like finding housing, settling, gaining status/visa, residence, work permit; experiences with education and labour market. She presents first hand experiences as a migrant and as a woman. After the presentation, discussion follows moderated by a lecturer.

Main objectives are:

- Gaining sensitivity and insight into a particularity of experience
- Understanding that generalisations (such as axes of exclusion and predominant “migrant type”) banalize lived experiences of individuals
- Developing an inclusive dialogue

2. Time: 60 min

3. Materials needed: Computer, projector, speakers, Wi-Fi connection, small pieces of paper, pens

4. Step by step implementation:

STEP 1. Action and knowledge acquisition

Facilitator introduces the guest speaker – a TCN woman involved in the Engage project. Speaker takes the stage (with or without power point) and presents her life story, with the focus on origin country, migratory route and trajectory, initial months in the host society, her current (citizenship/asylum) status, her residence and work permit, experiences with the host countries' educational system and labour market, discrimination and racism she might have felt and recognised (in the workplace or elsewhere).

Participants are given small pieces of paper, on which they inscribe questions, ideas, remarks.

STEP 2. Discussion and closure

After the lecture, the facilitator (moderator) gives participants a chance to either ask questions/provide remarks and feedback OR give their papers to the facilitator and thus anonymize their input. Discussion takes place, possibly including other TCN women from previous activities (1 and 2; UNIT 2)

ACTIVITY 4. PRO AND CONTRA ON EMPLOYING TCN WOMEN

1. Lesson introduction and objectives:

Volunteers (from LMS participants) are selected (at least 4 and up to 6). They are divided in two groups – one represents a position of positive attitude towards employing TCNs, the other a negative attitude. They present their arguments interchangeably – each group has a 4-minute discussion space, exchanged 2 times (4-4-4-4), all together accumulating 16 minutes of discussion. Moderator measures time and puts a pause on the speaker if needed. After the end the audience votes for the “winner” of the debate. Debate is followed by general discussion – especially elaborating upon reasons why one group won (depending on results)

2. Time: 60 min

3. Materials needed: /

4. Step by step implementation:

STEP 1. Action

Facilitator selects “active participants” to engage in the debate. He/she introduces the rules: 4-minutes long argumentative speech, after which groups exchange (4 times, a pattern 4-4-4-4). A sum of “discussion minutes” is 16. Each team selects one speaker for both of “4-minute” spans. Each team has 10 minutes to prepare their argumentative approach.

STEP 2. Discussion and closure

- After the debate is finished, non-active participants vote for a “winning” team. Moderator leads a discussion:
- What constituted a winning argumentation?
- Which team had an easier job – the one defending or the one opposing employment of TCN women?
- Were any minds changed during debate? Or has someone reinforced their preceding opinion?
- Can they state a few legal, psychological, social and societal reasons preventing TCN women’s employment in (their own or other) companies/organisations?

5. Source of activity

ProCon.org - <https://www.procon.org/debate-topics/>

Annexes

ANNEX I. PPT presentation



Project Number: 957673


ENGAGE

DEVELOPMENT OF INCLUSIVE **E**INTEGRATION **P**ATHS 4 **M**IGRANT **W**OMEN

Capacity Building Material for LMS

MODULE 1














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