

YOUTH WORKERS GUIDE

TO THE INTEGRATION
OF FEMALE MIGRANTS
THROUGH SOCIAL
ENTERPRISING



E-Women

The E-women project

How can we empower young immigrant women?

E-women has been a two year running innovation project funded by the Erasmus+ programme. Throughout the period partners from Turkey, Sweden, Spain and Norway have been working on developing a handbook for youth workers within the migration field. The partners have chosen the Horizontal priority Social inclusion.

Social inclusion is an overarching priority across all sectors of the programme. Promote – in particular through innovative and integrated approaches – ownership of shared values, equality, social inclusion, diversity and non-discrimination. The handbook is aiming to give new approaches to reducing disparities in accessing and engaging with formal and non-formal education, as well as tackling discrimination, segregation and racism. Developing practical tools to support the integration young migrant women.

We have gathered tools that you as a youth worker can use to develop an entrepreneurial mind-set, creating your own social business idea. We have included activities to challenge your critical thinking towards your own intercultural understanding. Further on tools to measure the social effect of your work as a professional or volunteer. Including social and learning-to-learn competences. Sowing the importance of cooperation with players in the research and innovation sector, civil society as well as in the private and public sector.

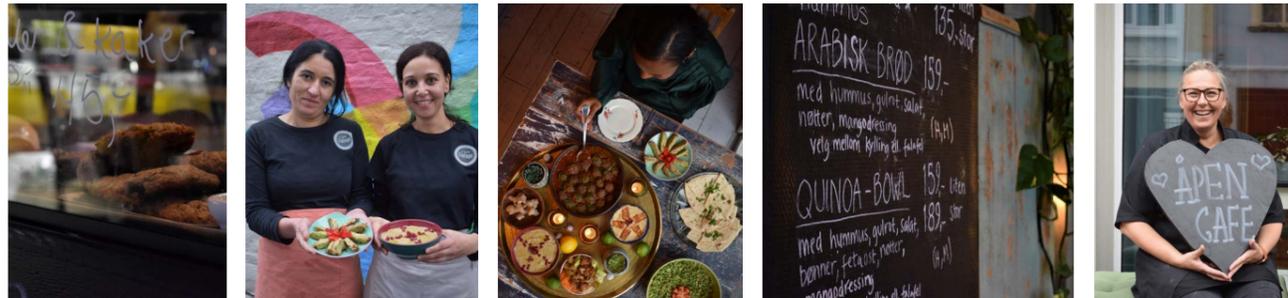
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Who we are: Partners, our motivation.

Vintage Baby social enterprise

Vintage baby is a social enterprise with the main purpose of reducing poverty through training and hiring immigrant women in Norway with no formal education. We have learned through our own experience that our target group faces marginalization not only in Norway but as a general tendency throughout many European countries. Participating in the E-women project has for us been a possibility to learn and exchange methodology with other actors in Europe. Further on to exchange and share best practice with other organizations in Europe.

Web site: www.vintage-baby.net
Contact: post@vintage-baby.org



Faal

Faal Association is an organisation who works with municipalities and many other organisations about many social duties and responsibilities in the youth area. It performs social activities that aim to increase the life quality of the disadvantaged groups such as disabled, women, young, elders, and homeless people. The main priority of our association is to provide individuals with opportunities to improve themselves in line with our goal, to prepare environments where they can express themselves comfortably, to take an active part in the society and to be a part of change. With the help of this project, women were given the opportunity to gain a greater place in society and express themselves, as well as providing them with information and support on how to create environments where they can do these things. Based on current issues where women are on the agenda, we have conducted studies to support active participation and social inclusion with our target group, women. The project has helped us to improve our critical thinking perspectives and become more aware of women's empowerment, particularly immigrant women, not only in Turkey, but also in other European countries. On this occasion, we aimed to emphasise on many platforms that every individual has an equal place and right in society.



Website: www.faal.org.tr
Contact: info@faal.org.tr



Mobilizing Expertise



Mobilizing Expertise; an efficient Swedish SME for Nordic, European and International Projects. Our main 5 working areas are: providing drama training, creating educational tools within artistic methods, mobilising volunteers to professionalism, project management, promoting entrepreneurship through forum theatre amongst youth and adults. Our team consists of 5 experts with a diverse background who have worked in the private and public sector. The project works with one of our main target groups; immigrant women. We have worked with them for a number of years with different vocational training and education packages as they are often a "forgotten" but well deserved target group that need empowering. We are working with creative methods that meet the needs of immigrant women so they can have a positive effect on the wider society. The project helps to promote our values of entrepreneurship and thinking creatively.

Website: www.mexpert.se
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IES Ramon Llull



Ramon Llull is a secondary school situated in Palma, Mallorca, Balearic Islands. Our vocational training courses belong to the social and community discipline and are called: Social Integration Sociocultural and tourist animation, Assistance to dependent people. Concretely the one involved in the E-women project is Social Integration. This course is set to get a higher technician degree and is developed along two academic years. Each one has a total study load of 2000 hours, including an internship period along the third term. Our students are adults, so 18 or over, but most of them are 20 to 30 years old. Sometimes they have their GCSE or some kind of degree in the same professional area, and after these studies they are allowed either to go to University or find a job, but they may be studying and working at the same time, which is usually the case. Our goal is social transformation by becoming aware of social inequalities and working for the human rights defence. In conclusion, empowering people through social projects in order to get those specific groups they will work with a dignified life. For this reason, we train social, personal and professional skills.

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How to use the guide

This guide is a handbook for youth workers and volunteers working within the migrations field. It has a special focus upon work integration of young female immigrants that have migrated to Europe. The guide has been developed using best practice from several European organizations participating in the project sharing and developing exciting tools and methods.

In addition to exchange of best practice and methods the development of this handbook included a pre-research report. Where the project partners performed a qualitative analysis of data collected from both immigrant women and volunteers working with the women.

Based on the analysis of the information extracted from the different discussion groups we can say that a whole series of social and labor exclusion factors have been identified that migrant women live in different countries of acceptance. From these exclusion factors we can extract a series of needs related to these factors. These needs, once covered, will improve the process of social and labor inclusion of migrant women, and they should mark the way in the task as future professionals.

Students and volunteers as future workers, consider that they need a deeper knowledge about immigrant situation in order to do a good social intervention and deal with their prejudices. Regarding the abilities students consider essential to have skills such as empathy, assertively, active listening. Also aptitude for individual work dealing with personal emotions, personal growth, and to have a good grasp of the regulations regarding immigration matters to inform and advise migrant women better. When working in this kind of social actions, the students consider they personally should possess values such as humility, tolerance, respect, equality (in the sense of not feeling superior to migrant women), confidentiality, fairness, freedom, love, goodwill and vocation. All universal values. The aspects they would prioritize to help the integration of migrant women are:

Personal support: Improve their self-esteem, empowerment, self-confidence, self-assertiveness and integral health.

To facilitate the access to a home and take care of their basic needs; to help them learn the language of the host country.

To provide information and support with all the administrative paperwork they need to do. To make the general public aware of the situation of migrant women in our country, so that they can learn and reflect upon it, and not only reserve this information to students of social integration or people related to the activity

The content of this handbook is based on the feedback that was given by the people working within the field. The guide is divided into four books - each book consists of tools that can be used when working with integrating young female migrants into the labor market to face these challenges. Explaining and giving practical examples on how to utilize innovative methods to reach the goal - creating better life opportunities for young female migrants.

The red book	Intercultural understanding - how does stereotyping affect the way we meet and work with migrant
The green book	Social enterprising - new tools to the labor market?
The blue book	Teamwork - how do you build a community for change
The yellow book	Social impact - how do you measure the value of your goals
The purple book	Activities and practical tools for working with integrating young female migrants through social enterprising

Research method throughout the production of the guide

The overall project goal of E-women is to develop new methods for integration of young women with immigrant background into the labor market.

In order, to create this guide there was a pre-research process to analyse the needs and the reality around young migrant women. During one year we implement different research methods such as: discussion groups, interviews, observation to compile data in order to establish the goals of this guide. Through this research we have obtained first-hand the needs, experiences, feelings and emotions of individuals who suffer every day the racism and injustice of a patriarchal system from women and training needs from social volunteers and future social workers.

Completed pre research report can be found here:



Our call for action: Changing attitudes towards migration, female migrants and access to resources

Migration to Europe has given rise to new challenges in the last 50 years and especially after the refugee crisis in 2015. European countries need to translate the skills that migrants represent; in such a way, that immigration is as sustainable as possible. Women are particularly vulnerable to marginalization, negative social control and social exclusion from the big community. This is also important in relation to lasting poverty reduction. Especially when we know that women's attitude toward work and education affects children's attitude towards education and achievement at school. Therefore, when the mothers succeed, there is also a greater likelihood her children will succeed.

How does she feel?

What does she feel? How is her experience? These are important questions that give valuable information. That we have used to try to apply a new approach to the individual and collective challenge and opportunity immigration represents. After analyzing data from four countries in the period between 2019-2021, we have concluded the following. Most women relate their insertion in the labor market in their new home country as a negative process which they associate with feelings of sadness, threat, rejection, fear, not belonging, emptiness, hitting rock bottom and starting from zero.

At the beginning their expectations were quite high as they hoped the process was going to be easier; however, they point out that getting the work permits to be allowed to start searching for a job legally was the biggest difficulty they faced. Therefore, they haven't fulfilled most of their expectations; many have lowered them dramatically to be able to carry on. One of the most common feelings was that of frustration with legal systems; not getting the permits is an insurmountable obstacle that stops all hopes of finding work or not knowing where to find the information they need.

The Experience form E-women showed us that the main needs to be addressed according to the women are:

- Having accessible information about where to go and who to talk to in order to begin the process; labor rights and obligations they may have, the process to legalize their situation, pay slips, types of contract, being fired, when to ask for unemployment benefits and other practical questions connected to work life.
- Getting help to register their residency in their local town hall so that they can access all the basic resources such as healthcare, benefits and basic education
- Improve possibilities to learning the language: they all agree this is key to access the labor market.
- Real and effective employability: they think they don't receive an appropriate salary or their work and qualifications. It is necessary to create a legal regulation which provides a job with proper guarantees.

Ensuring better solutions for the future

We have learned that it is important to have a holistic approach to the integration process. See the whole family and find new arenas for promoting integration. Students and volunteers as future workers have told us that they need a deeper knowledge about immigrant situations in order to do a good social intervention and deal with their own prejudices.

Regarding the abilities students consider essential to have skills such as empathy, assertively, active listening. Also, aptitude for individual work dealing with personal emotions, personal growth, and to have a good grasp of the regulations regarding immigration matters to inform and advise migrant women better.

When working in this kind of social actions, the students consider they personally should possess values such as humility, tolerance, respect, equality -in the sense of not feeling superior to migrant women, confidentiality, fairness, freedom, love, goodwill and vocation. All universal values.

The aspects they tell us they would prioritize to help the integration of migrant women are:

- Personal support: Improve their self-esteem, empowerment, self-confidence, self-assertiveness and integral health.
- To facilitate the access to a home and take care of their basic needs; to help them learn the language of the host country.
- To provide information and support with all the administrative paperwork they need to do.
- To make the general public aware of the situation of migrant women in our country, so that they can learn and reflect upon it, and not only reserve this information to students of social integration or people related to the activity.

This data collected in the pre research phase of the E-women project, has predetermined this guide. In order to try to use some of the main obstacles both the women and the social workers point out as challenges for a sustainable immigration and improving life opportunities for the women in Europe. Using social enterprising and sociocultural theory of human learning as tools for reaching the goal.

The red book: So how do we work on our own intercultural awareness?

When working with groups of immigrants and refugee women it's crucial we are aware of the differences and similarities we have. This section of the guidebook will focus on understanding and increasing your professional and personal knowledge of those practitioners that are working directly with immigrant and refugee women as well as their families. It is important to recognize that individuals who are identified with a specific culture do not behave in the same way and that cultures are not homogenous wholes.

This means that there could be great diversity within one cultural group. In some instances, people treat individuals who identify with a different culture from their own negatively. The treatment towards those who are perceived to be different can stem from various causes including: misunderstanding, lack of knowledge and resistance to change. A current example can be found in the rise of social tensions across Europe in response to the refugee crisis. As well as receiving support, refugees can be met with hostility?

So, let's define the concept, what is culture?

Culture is a highly complex and contested concept. It is difficult to provide one definition which encompasses the various understandings that exist for this term.

However, a general understanding can be defined as follows, "the customary beliefs, social forms, and material traits of a racial, religious, or social group". It is important to recognize that cultures are in a state of change and do not remain static.

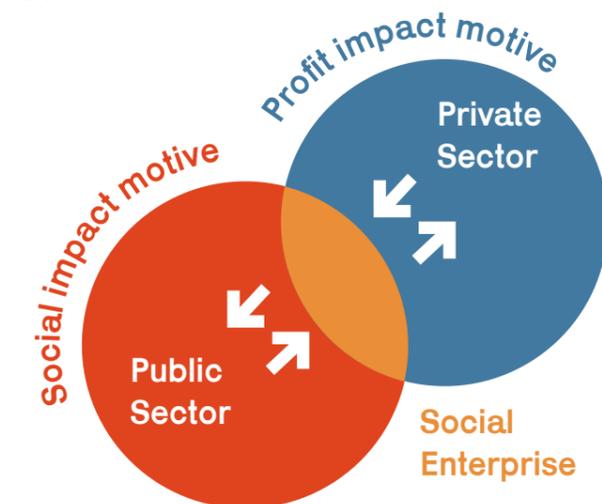
Many different cultures are recognized globally, and common ones include Chinese, Japanese, Indian, Spanish, Italian and Greek cultures.

→ Go to activity 5, p.37

The green book: Social enterprising Using business models to solve social problems

Traditionally we divide between three sectors in our national states: Public, private and civil society. Most countries in Europe have put central tasks connecting to solving our fellow social challenges within the public sector. We also depend on civil society, and often voluntary organizations and philanthropic foundations to supplement this work. As a volunteer or social worker, you probably feel that you belong to one of these two sectors. Working towards solving social problems and making a difference in a public office or a volunteer project, for the greater good and with your own inner motivation of making positive life changes for the people you meet.

Social enterprises and social entrepreneurs are driven by the same inner motivation as you, doing good and solving social issues in our society. The biggest difference is that the SE is using tools from the business world to solve it. There is no clear-cut line between what is an SE and what is a non-profit or a traditional enterprise. There will always be a grey zone between the different sectors.

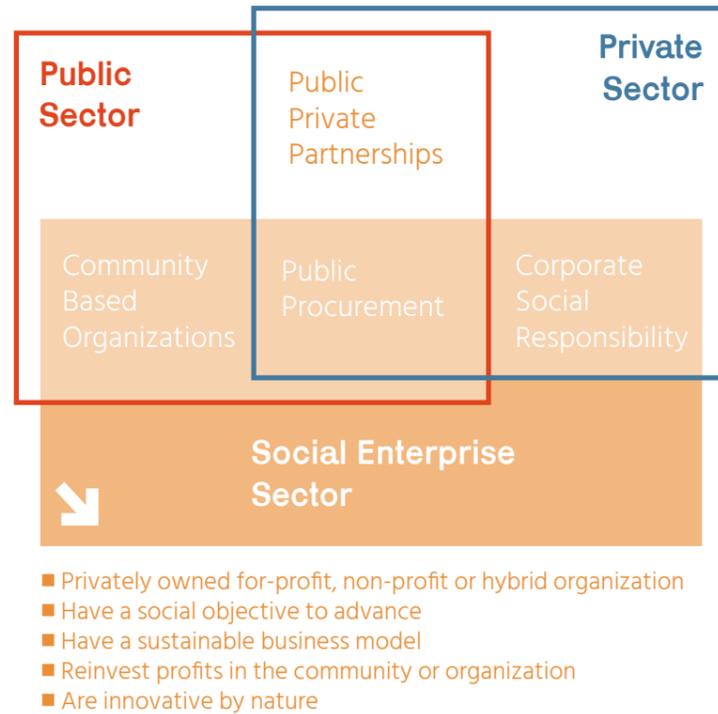


The social enterprise

A social enterprise has a main mission to solve a social problem. A common definition is "an enterprise that uses elements from the business world in order to solve a social problem in a new and innovative way". In this guide we'll connect our theories and tools to what is known as WISE entrepreneurs: WISE — a work integration social enterprise. This is a social enterprise whose main priority is to provide employment to a specific group of people, often hard-to-employ or vulnerable.

These enterprises can deliver all types of products and services. It can be clothes-making, factory-line work, landscaping companies or massage parlors. You will find examples of WISE across Europe, and perhaps in your own town or neighborhood. Every WISE is different with its reasons for establishing itself but driven for the sole purpose of employing a certain group of people and making positive social change through their business model.

WISEs concepts have traditionally been run by non-profit organizations. The biggest difference between a non-profit organization and a social enterprise is that the social enterprise has another approach to the financial bottom line. Where the social enterprise is more commercial and focuses on creating jobs and job opportunities for the target group with whatever service or product they produce in the enterprise. And increasing the financial bottom line is important to the social effect.



Examples of social enterprises

There is a wide range of organizations that define themselves as social enterprises as you can imagine they are different in how they approach the social problem they try to solve. Many are working with refugees and all are working with the work inclusion process. They are also different in where they place themselves between the private, public and civil sector. The world bank has a whole series of different types of organizations they collectively place within the "social enterprise sector" as a volunteer or a social worker. It can be hard to evaluate what is or is not a social enterprise. We have put down a few guidelines to make it easier for you.

Key questions - Identifying a social enterprise

Is the main purpose of the organization to make a difference or solve a social problem?

In what way or how much of the value creation (money making) is concentrated around the target group?

Do they have a business model to make a social difference?

Is there an asset lock on the profit in the organization?

The aim of asking these questions is to collect valid comparable information about organizations that define themselves as social enterprises. Giving workers and volunteers that work within the field inspiration to explore methodology or cooperate with social enterprises.

To show diversity within the social enterprise economy we have chosen a few enterprises to give you some examples from the countries that have partaken in the process of making this guide. Please note that SE, and the idea of what a SE is, is also colored by the context in each country -depending on who is considered a marginalized group and in what way.

Trappan, Malmö, Sweden

<https://www.yallatrappan.com/>
 von Rosens väg 1, 213 66 Malmö
 040-21 86 30



The goal of the foundation is to create jobs and increase the financial independence of disadvantaged immigrant women. The target group is Foreign-born women or excluded from the labor market. It helps disadvantaged women to find work and help them to be financially independent.

The organization develops work integration for these women. The association employees and interns promote solidarity and innovation in order to be able to create a stable and viable environment for these women.

KAGIDER, Istanbul, Turkey



A non-governmental organization promoting women entrepreneurship. The aim of this business network is to support women entrepreneurs, economically, socially and politically. It helps to reduce gender inequality and women's economic exclusion.

In partnership with national and international public, private and civil organizations they have developed several projects and activities. They are fighting for equal opportunities for men and women. The organization is involved in several activities directed towards this issue. It aims to carry out academic studies to produce a new discourse by going beyond the problematic parts of the social assumptions and modern East-West thought structure established in the women's studies region and to do national and international lobbying activities. Believing it is important to create social awareness that role sharing between men and women can only take place by considering the balance of rights and responsibilities.

EINES x INSERCIÓ, Spain



This is a social enterprise that uses the textile activity: collection, recovery, sales and marketing of second-hand clothes to promote social change. The target group is people who experience social exclusion. The main objective is that the people with difficulties in gaining access to the world of work can make personalized itineraries from a labor contract of insertion as a transit to ordinary work.

Developing insertion itineraries mainly in the field of collection and commercialization of second-hand clothes, related activities such as :

- clothing manipulation;
- the storage;
- container maintenance;
- the distribution;
- hygienization;
- product labelling;
- customer service;
- the spaces of the shops.

DEIXALLES, Spain

Deixalles is a foundation. They develop social projects including social enterprising. Deixalles as an NGO was founded in 1986. They have been a foundation since 2010. They do social integration through Personalized itineraries, training courses, work orientation and social enterprising. The target group are people facing social exclusion, social exclusion being determined by economic difficulties and social issues as: migration, gender violence, low degree education and other difficulties to get a job.

Deixalles develop personalized itineraries and oriented people depending on their needs. Deixalles has created 3 social enterprises:

1. "Deixalles environment services" created in 2011. It develops environmental activities within the sector of waste and natural areas (activities of cleaning and maintenance of buildings). He also carries out external services with the public administration and the private company.
- 2.- "Triamdetot" created in 2017. Develops environmental activities in the waste sector.
- 3.- "Deixalles inserció i triatge" created in 2018. Develops environmental activities in the waste sector.



KIME social enterprise, Norway

KIME social enterprise is a café and catering service run by immigrant women from countries outside of the OECD. It is an alternative learning and workplace for women who else would face marginalization and social exclusion.

The women run their own café and catering, and they also provide training for other unemployed women within the target group. All income and overhead are used to create jobs and KIME has been working since 2017 with the main belief that inclusion is respectful and sustainable when letting the women use their competences to provide and sell services in the local communities.

So how do you create your social enterprise?

As a social worker, youth worker or volunteer it's important to be able to show the effect of your work. Even if many of us are driven by our inner motivation and the desire to be good. We are fighting to be prioritized.

Competing with other projects, old ways of doing things and the fact that many countries all over Europe are forced to cut their budgets. Trying to measure and show the effect of our contributions is therefore an important tool to prove the importance of our professions and passions. Making it harder to cut budgets and motivate political and administrative leaders to invest in social change-The social impact. We have collected a few key questions. Answering them will help you draft the key elements of your own business or project plan. You can also use it to analyze projects you know or consider working

Key elements to your project or business model

Your aim/goal	What do you seek to accomplish?
Problem	What is the social problem you are to solve? Try to describe it - what are the consequences of this problem for the individual, the family and society as a hole?

Solution	How are you going to solve the social problem?
Target group	Who are your target group?
Business model	How are you going to do it? (what is the business model)
Products and services	What are the products and services you will produce within your social enterprise?
Customers	Who are the customers ?
Resources	What are the resources you need to do it? (material, financial and human)
Key partners	Who are your key partners on a local, regional, national and international level?

Working with cultural understanding

To try to decode the obstacles we discovered when interviewing workers and volunteers. We have collected our best practice and tested it. In order to try to give some useful methods and perspectives in order to access the resource young immigrant women represent.

In this section of the guide we have gathered useful information for you when you are to work with integrating migrants, and especially young female migrants into the labor market. Connecting it to the very core base of what we claim social enterprising is; how to create positive life changes through labor integration. To succeed with this, it is not enough to have a social business model. We want you to rethink how you meet and work with young immigrant women. Working with cultural understanding and making sure you also work towards your own personal development. We believe you can promote change and succeed overcoming your own stereotypes and obstacles connected to how we view others based on our own cultural point of view.

So how do we think that we learn new things?

The process of migrating to a new society in a totally different part of the world, often means that the skills that have been necessary and useful where you came from are not enough or needed anymore. Maybe your family expects you to act in a different way than most of the society. This means that you will be challenged, both on your social roles and your ability to learn new and necessary skills. In order to succeed as a young female migrant in your new society. It's fundamental that workers and volunteers have basic skills on human learning. This can help you to promote change when working with young female migrants struggling with adapting new knowledge, and it can also help you find explanations to why someone acts in a way that you think is counterproductive.

The sociocultural perspective on learning

Sociocultural theory grew from the work of Russian psychologist Lev Vygotsky; the main idea of this theory is that the way people interact with others and the culture they live in shape their mental abilities. Vygotsky mentions parents, relatives, caregivers, peers and the culture as key factors that play a role in forming higher levels of functioning. As stated by Cole, John-Steiner, Scribner and Souberman, sociocultural theory is the belief that «every function in the child's cultural development appears twice: first on the social level, and later, on the individual level». This means that the skills people learn first are related to interactions with others and that they can take this information and use within themselves. Sociocultural theory separates from other theories on human development and learning by also

focusing on how cultural beliefs and attitudes impact how instruction and learning take place. According to Vygotsky, people are born with basic biological constraints on their minds. However, culture provides what he referred to as «tools of intellectual adaptation». (Forman & Kraker, 1985). These tools allow us to use our mental abilities in a way that is adaptive to the culture which we live. For example, one culture might emphasize on rote learning (memorization technique based on repetition) while other cultures might utilize tools like notetaking. An important concept in sociocultural theory is «the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers», known as the zone of proximal development. Essentially this zone is an area of exploration which includes the knowledge and skills that a student cannot yet understand or perform on their own and requires guidance and social interaction to develop. (Briner, 1999) As we can stretch our skills and knowledge, this often happens by observing an individual who is more advanced than we are ourselves, we can be able to progressively extend this zone of proximal development.



<https://www.yallatrappan.com/>

So how do we learn a new language?

Use of psychological tools, particularly language, mediate development of higher mental functions. Many women in the target group complete an ordinary language course without delivering the expected results which predetermines the possibilities for continued development in language skills and participation in the workforce. A current issue is that language is taught in a classroom. Learning, according to Vygotsky, happens through participation in social practice, which essentially means that one must learn institutionalized concepts and the rules of communication when learning a language. Individuals must adapt to different types of social language that exist in society. If there is a gap between arenas of learning that is known to one and previous experiences, expectations and the context of a new arena, there will be a possibility that the learner will have less benefit by the learning than intended. This indicates that if there is a big difference between the new and the old world you will have bigger challenges in learning your new skills. For example, if you are used to learning things in a practical context with your mother. It can be very different comparing to being in a classroom with an academic approach, teacher and students. Since cultures can vary dramatically, sociocultural theory suggests that both a language course and the content of intellectual development are not universal. That we understand this and implementing this in the translation of skills migrants represent will be especially relevant as growing migration to Europe has given rise to new challenges and integration towards the labor market is intended to ensure that women qualify for adequate language and work skills.

Sociocultural theory has gained popularity in recent times, especially in the field of education. Understanding the levels of the zone of proximal development can be helpful for employees and volunteers in the private, voluntary and public sector, who have as their mandate to integrate women.

Imagine that you are to map your own ability to develop new skills. Choose a topic, write down what you already know about it. Then put down the name of friends, networks and institutions that know something that you don't know about the same topic. What could you learn from interacting with these players?

What do I know about this topic?

What other players know something about the topic?

What could I learn from being exposed to the other players that I don't already know?

→ Go to activity 10, p.42 to learn more about the proximal development zone.

In classroom settings, employees or volunteers may assess the learners to determine their current level of skill. Once this has been determined they can offer instruction that stretches the limits of each learners' capabilities. For example, the instructor might organize the learners in groups where less skilled individuals are paired with someone who has a higher skill level. In addition, giving hints, prompts or direct instructions can be used to improve their ability levels and progressively move the learner towards her goal. This also stresses the importance of socializing and play in his theory of human learning. (van Oers, 2012) Instructors, teachers and youth workers can utilize this by giving the learners opportunities to act out, imagine and practice different situations and roles they might find themselves in throughout the process of integrating into the labor market where social and cultural differences otherwise could create challenges.

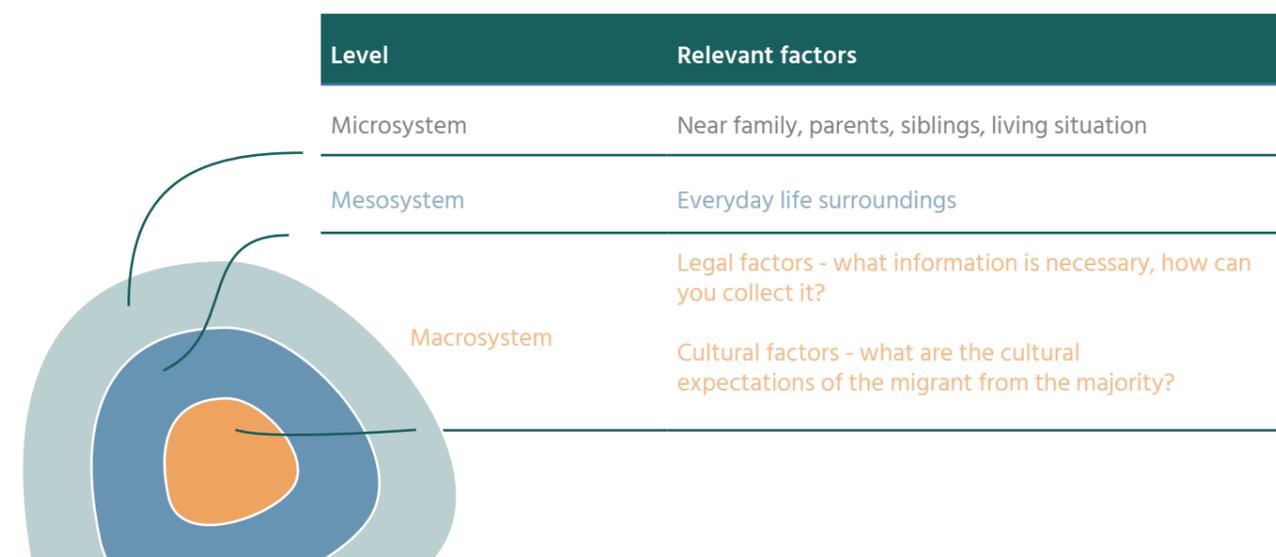
For women coming from different cultures it can be helpful to understand how they are expected to meet and interact with a boss, colleagues or a customer in their new country. This may differ from the social practices they have grown up with and they often have little or no work experience due to their own cultural practices, values and views on women in the workforce. This includes the social interactions as well as general understanding of the working life, rules and regulations. Introducing these women to everything from as small as practicing a handshake to more complex practices, like different rules and regulations. This type of knowledge will help them feel more empowered and able going into a new working environment. To actually act the situation can give a sense of security. That might even have an effect on how she feels and understands a new situation when she meets it in real life.

Our personal social ecosystem: how are we affected by our surroundings?

When you arrive to live in a new country, there are multiple factors that affect possibilities and boundaries, and how you see and feel your opportunities and boundaries. Using the sociocultural perspective on learning and development we acknowledge that the individual is a part of an ecosystem. This means that mapping all the factors in our surroundings that are relevant to a person can be a useful exercise, both for you as a professional and for the people you guide and help through your work.

Try mapping factors in different levels surrounding the person:

In fact, we can see these levels by creating an ecosystem surrounding the individual.



Blue book: Teamwork

How do you build a community for change

If we consider it from a holistic perspective, when we speak about competencies we are referring to the conditions and ways of reasoning and behavior which are considered essential for adulthood, in other words, those which can determine the success, fulfillment and effective action in both professional and everyday spheres.

Connected to these personal competencies and usually found together are the social competences or abilities which refer to the behavioral ability that enable individuals to maintain positive social relationships and to face the demands of their social environment adjusting effectively; these aspects that contribute significantly, on the one hand, to the acceptance of their peers and , on the other, to a suitable social adjustment.

The aim of training your social abilities is to teach and learn different strategies and interpersonal abilities to people willing to improve their individual interpersonal competence in specific social situations.

TO EMPOWER

From the various definitions of the verb to empower, we'll refer specifically to the following: to increase the authority and power of a person over the resources and decisions which affect their lives. It defines the process by which people strengthen their own abilities, self-worth and autonomy, just as their authority, as people and as a social group. This empowerment implies a knowledge and recognition, and also the elimination of obstacles that hamper the freedom of their behavior and which impose conditions to their free will. To know and acknowledge oneself implies to be able to identify our sense of self-worth, to have a frank appraisal of our own possibilities or, in didactic jargon, of our own competence.

A self-recognition entails the appraisal of our own capacities and of the necessary changes to empower.

To be empowered also means to be able to consider other goals or readjustments. And a free and autonomous decision making, not prevented by commonly held role prejudice or similar beliefs or imposed circumstances, nor to be considered first, before the decision taking takes place.

According to Marcela Lagarde, empowerment is "the process of transformation whereby every woman, either step by step or by a giant leap, ceases to be the object of history, politics and culture, ceases to be an object owned by others and becomes the protagonist , the subject of her own life. In other words, it's a process which enables every woman to develop the awareness of having a right to have rights and to trust in their own ability to achieve their purpose. This is a necessary process if we take into account the constant discredit of women and the obstacles, they face to be able to get trained and feel appreciated and acknowledged".

Accompanying migrant women to achieve their empowerment implies understanding it as a process in which each participant is aware of their rights, can identify discrimination and subordination, can recognize and value their interests, strengthen their capacities and undertake a process of change which promotes their acquisition of power individually and in their closest relationships.

→ Go to activity 6, p.38

To enable this process, we have to train personal and social competences that are considered essential to increase opportunities in the labor market and social inclusion of migrant women. Some examples can be the ones referring to self-discovery, self-confidence, autonomous action, dealing with change, personal initiative, responsibility, perseverance and resilience, management of emotions.

→ Go to activity 9, p.41



www.instagram.com/
tintindupre/

Working with immigrant women

When working with the personal competencies of migrant women, we should take into account how they are affected by the different areas of social inequality. We could speak about a double discrimination, having in mind their condition of women and foreigners; even a triple one if we add the cases of women with administrative irregularities. We should also consider the cultural differences between their country of origin and the host country, without forgetting that in most cases the process of migration also entails some transformation in the gender role.

Intersectionality is the view resulting from the understanding that the different categories of oppression combine in a framework where individuals are subjected to different and changing power relationships. It can be social class, gender, sexuality, age or religion.

→ Go to activity 8, p.40

Working with the concept of identity from a migrant woman's point of view means referring to her condition of an individual with a different cultural model which are valuable for her, together with her own signs of identity, her own characteristics , the elements that represent her, that have

shaped her and are ultimately part of herself. It means to reappraise that part of her culture she values most and that helped to shape her as a person. As we have mentioned before, we are dealing with personal and social competencies which are essential to increase their opportunities for sociolaboral insertion, namely self-knowledge, self-confidence; promoting the necessary self-esteem and trust for these women to become active protagonists in their own process of social and labor inclusion- Further on autonomy, change management, initiative, responsibility, perseverance and resilience, emotions control and communicative abilities. We should try to encourage these women to identify themselves and , later, be able to recognize themselves as equal and different individuals at the same time; to collect moments and situations that have made them feel capable, together with a sense of triumph, success and contentment.

So how do we promote personal change?

Women must become aware of their own reality, their own lives and consider the fact that things can be changed. This process of reflection is an essential starting point to achieve the empowerment of women. A lot of women, due to the way they were brought up and educated, find it extremely difficult to perceive themselves as single beings with individual needs and yearnings, who shouldn't depend on other people. Reflecting upon all this will help them reconsider their life in view of a range of different possibilities.

→ Go to activity 7, p.39

Personal change isn't usually easy, even if they are aware of their needs, problems and obstacles they face, eventually they give up on the idea. Their habits and customs are so internalized that they prevent change.

Self-knowledge

Awareness of our own strengths and shortcomings, values and resources.

Self-confidence

Identifying our own abilities, personal resources and appraise them as potent elements to transform any situations in our lives.

Critical thinking

The ability to think clearly and rationally. It consists in arriving at agreements and adopting points of view which are different to those of the majority.

Perseverance and resilience

It's the capacity that allow us to live and develop in a positive way and to manage our own transitions processes (personal, laboral and social).

Emotional management

To recognize, interpret and manage our own emotions so that we can generate positive responses when facing stressing situations.

Communication

To understand, express and interpret verbal, non-verbal and written messages.

Autonomy

It refers to the capacity to make decisions and act according to an individual judgement.

Our own role as volunteers or as future workers in social actions

Where do you start building up social action?

Accompaniment as a strategy for action and respect. A suitable way to meet and hold personal relationships with the population in a situation of vulnerability, such as young migrant women, isn't taught in any course or university; you can only obtain that knowledge through direct relationships and coexistence. The fact of holding studies such as Social sciences, Psychology, Social work, Social education doesn't guarantee that social worker professionals, supposedly experts, have either worked and cultivated their own personal qualities, their sensitivity or that they are willing to get involved with people. **To be able to help other people solve their problems and difficulties, one has to learn how to solve them ourselves.** The more mature the professional becomes, the better her job at accompanying those women in their personal and social process. If our aim is to make two people compatible with different lifestyles, **it's necessary to start a common route or starting point**, and to deal with this kind of issues we need a high degree of permeability and implication. (Martínez Reguera, 1999). Martínez Reguera defines permeability as a good disposition to examine our own certainties and to acknowledge the point of view about reality others may have. **Instead of asking others to adjust to ours, we should be open to their own feelings, opinions, identities and circumstances.**

Getting involved in the lives of people who are in a situation of inequality implies an important effort to understand very different perceptions and sensitivities, which is completely different to trying to include these children in projects or organizations cut off from their reality.

Remember that a sustainable transformation shouldn't be directed from one over the other, but from both over each other, thus avoiding the role of colonizer. Whenever difficulties come up and someone loses patience, we should realize how fast we lost patience and the need to grow more mature. So, whoever takes part in this line of work should be prepared to change at least 50%. We generally think more about the physical and emotional effort than about gratification. There's no such thing as a right without duty nor a duty without its right, which translates into living a more fulfilling life, discovering ourselves as individuals. Even so, it's still a task that wears us out, therefore it's important to take care of our physical and mental health. (Martínez Reguera, 1999)

That's the reason why we don't speak about helping; we neither exercise charity nor get involved in social work, as professionals or volunteers, to perpetuate an unfair unequal system but to contribute to the change of the framework of inequality by raising awareness and providing a healthier community that dignifies the life of every person.

Therefore, we are speaking about accompaniment. Authors Funes i Alonso (2009) claim that accompaniment refers basically to the act of walking with a person, sharing a part of their life. This doesn't imply becoming guards of these people to prevent them from making mistakes on their way. Neither is a question of being their protectors to remove any risks that may appear on the way. **The accompanying professional is never a transmitter of prescriptions or remedies for their mistakes.** This idea of accompaniment is present in different theoretical framework and professional practices related to the assistance of people in need, assistance relationships and education.

The concept of accompaniment, referring in our case to young migrant women, will be carried out individually through individual plans and group sessions. The individual interventions and group sessions will complement and feedback one another. That's the reason why it's important to be aware of some fundamental aspects in the life of the members of the group so that we can prevent any relational difficulties that may arise and establish a group with a solid and respectful base. The role of the professionals that will undertake this accompaniment will entail making the process of empowerment easier, opening spaces and offering opportunities so that migrant women can get involved, taking into account their diversity, their own identity and different factors of inequality such as gender, ethnic origin, social background or age.

The group constellation - building a community for change

Keys to develop personal competence within a group, some ground rules:

- The group as a safe place.
- Taking care of the group.
- The importance of agreeing on a set of rules and the running of the group.
- A responsible communication within the group.
- Feeling in common, the group as a starting point for the building of a net of mutual support. Accompaniment of the group so that it can become autonomous.

Phases in the life of the group, how does it grow and develop?

"Every human group undergoes a process before it can become a team".

This sentence introduces the concept of "the team". The differences between the idea of group and team are to do with the level of compromise and participation, the agreements in reaching a decision, the mutual support to develop the maximum potential of each member and the way we deal with conflict as an opportunity for growth.

These aspects revolve around a common key: feelings. Understanding how this feeling of belonging to a team becomes a safe basis in these group processes allows us to apprehend the main traits of the 5 stages of Bruce Tuckman (1965):

- **Constitution or formation:** characterized by the search for orientation of the participants, a precise definition of limits and behavior rules for coexistence.
- **Conflict:** this stage determines the start of roles and functions, polarization of ideas and difficulties in reaching agreements.
- **Standardization or regulation:** in this stage the team is aware of interpersonal relationships and has incorporated strategies to avoid conflict. It's the moment when that "feeling in common" mentioned before comes up, in the shape of a shared vision and objective.
- **Fulfillment or execution:** it's the stage of maximum productivity in the group. The structure and distribution of roles becomes functional and flexible in order to encourage internal and external work and new proposals. There is an increase of motivation and responsibility when dealing with tasks as the members have acquired a deeper level of implication and awareness of the team.
- **Termination:** at this stage some team may disintegrate. Tuckman points out that the task which was the reason of being of the group has been completed and the members are content with their achievements

Techniques for working with groups

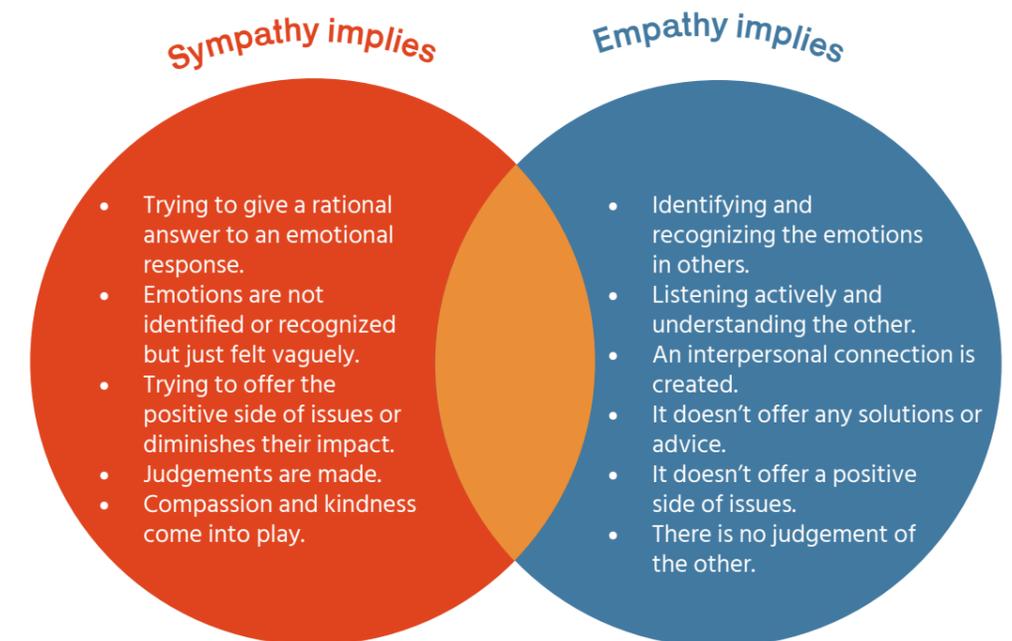
It's important to know the techniques to deal with groups, having in mind that not all of them are suitable for specific objectives and that they should always be adapted to the characteristics and circumstances of each group. These techniques can be simply classified in the following categories:

Techniques for group initiation	They are used to get to know one another, to discover its potential and create a climate of trust.
Techniques for group productions	Designed to help organize work efficiently. We want to make the most of the potentialities within the group. Some of the Phillips 6/6, brainstorming, dramatization, role-playing, round tables, symposium and assemblies.
Techniques for group assessment	This assessment deals with 2 basic questions: the process of the group (organization, relationships and interactions) and the level of achievement of the goals.

When we either work as a group or individually it's necessary to take care of some essential aspects such as communication; therefore, we will presently detail some communication style:



In order to create interpersonal bonds, we usually refer to empathy. We reflect upon the differences between empathy and sympathy. Empathy implies a connection and a choice. Sympathy implies disconnection vs. distraction. To be able to understand these concepts we can watch the following [video](#).



It's important to be aware of how we relate to the people we accompany; our relationship with our workmates are equally important. Working in this social field, teamwork and networking are fundamental elements throughout the process. We shouldn't forget that as professionals we are a model and as such, giving a good example is essential in order to draw attention to the different healthy relationship models based on self-esteem and respect.

Teamwork

A team is "a group of people united by a common aim", using a common methodology, acting at a certain time and place, having complementary abilities, sharing common values and a common responsibility".

When there is teamwork you have the benefit of enjoying:

- Levels in tasks
- Personal development.

In order to obtain the maximum benefit of this group process, we should think about:

- our attitude towards the team's objectives.
- our abilities, potential and weaknesses.



Working in teams can also give synergies; it means that the result of teamwork is larger than the sum of individual results. In teamwork there is a division of tasks and we make the most of the competence of each member.

Effects of teamwork: examples of methods to promote change

We have collected a few methods to inspire you when working with teams of immigrants towards promoting positive life change. It is important to remember that working with social enterprising is not only having a social business model. The social bottom line is also depending on how you implement teamwork or other tools to promote a positive life change and make the social effect of what you do.

The More Knowledgeable Other: Experience Consultant

In this guide we have shown you the sociocultural perspective on learning and how it can be used when working with migrants. This theory also promotes that one learns more in a group and by seeing and experiencing that others with a similar background have succeeded. We are always learning within our proximal development zone. Working with someone else that you identify with can make your zone bigger.

To extend the zone of proximal development in an individual, therefore a more experienced peer might be able to provide the necessary scaffolding to support the learners evolving knowledge and development of skills. Consequently, using a more knowledgeable peer as part of the process might help the development of a new group of learners to understand the meaning and value integration towards the labor market can have in their own lives if they are successful in doing so. The idea is to use an individual who has already completed the course to enforce the process for new groups of learners by contributing to the curriculum and to build a bridge/fill the gap between the instructors and the group of learners.

An experienced consultant would also serve as a resource for the instructors, volunteers and professionals as they have first-hand experience with the process of integrating to the workforce, learning the language and culture in the new country. This method can provide insight into the minds of the immigrant women and help the instructors to build up the curriculum used in the educational process these women will go through.

Team Organizing: using the team model working with the target group

According to the pre-research report for E-women project 2019-2021 professionals state that women expect the process of integrating and finding work to be a lot faster than it turns out to be. Before entering the workforce, women need opportunities to practice the language and get acclimated to the new cultural traits and expectations. The principles of sociocultural theory can be applied in ways that are both effective and

meaningful to design curriculum for learners with different backgrounds and skills, they can also be integrated effectively by using a range of technologies and learning environments. The challenge remains to elevate the practices from systemic approaches for teaching to focus on individual learners so that they develop into empowered members of society who are able to successfully navigate in the workforce.

Creating ecosystems for these women, by these women, to help them integrate to society by offering their own skills and goals to get started. Businesses are based on individuals constantly mobilizing relevant skills. This does not mean that skills and knowledge only exist in individuals. Skills and knowledge are found in tools, collectives, in conversations and communication. An environment where a group of women can meet to discuss ideas and network, essentially to help each other to start up for themselves. A place where they can discuss as peers about issues that they encounter coming in to a new culture and language, the process of starting up a business or trying to integrate to the workforce, learn about the expectations and understanding of roles, among other issues. To ensure their progress this environment should prioritize to also involve beneficiaries from private, voluntary and public sectors to provide information about different resources and benefits these women are entitled to, and training activities.

Funding projects like these in the private, voluntary and public sector can be a bit of a challenge, but there are different approaches to this. One example worth looking into would be the microlending principle of Bangladeshi economist Muhammad Yunus, the founder of Grameen Bank (founded in 1983 on his conviction that credit is a human right) and Nobel Peace Laureate. He became internationally renowned for his system of small loans to entrepreneurs too poor to qualify for traditional bank loans which has helped many to free themselves from poverty. Giving women the opportunity to utilize their skills and interests by offering funding so they are able to make a profit and build their businesses without the high interest rates of traditional loans.

The yellow book : Measuring social impact in social enterprising

Social impact relates to the long-term positive changes, for individuals, communities, and society as a whole, that result from activities or services provided by development-sector organizations. The measurement of social impact can take place at different levels, from delivery agencies, organizations working directly on the ground to address social issues, to funders and networks that are looking to measure results across the organizations they support. There are many reasons to measure social impact, they can be identified as five of the main reasons below:

- You could report back to funders on time with quality reports (accountability)
- You can use the strength of your impact measurement, and results, to attract new funders (fundraising)
- You can use findings from your impact measurement to improve your activities, leading to better results for your participants (learning & improving)
- You will have powerful data/stories to use to promote your organization (marketing & communication)
- You can use findings from your impact measurement to share with other organizations in the sector and collaborate (collaboration)

When we use the term "measuring social impact", we are referring to the measurement of both long term social change and what happens along the way to this change, from details about the social problem you are addressing, to details about the activities you run and the short-medium term results of these activities. Measuring social impact can help to answer a number of questions:

- Social problems in community/society
- Activities to address social problems
- Social change generated by activities

➔ Go to activity 6, p.38

Options for Measuring Social Impact

The options to measure social impact can be identified in three main sub-categories. These categories can be used alone or in combination.

Monitoring: The systematic and continuous assessment of the progress of a piece of work overtime, which checks that things are 'going to plan' and enables adjustments to be made in a timely way, integral to day to day management.

Evaluation: Evaluations complement ongoing monitoring activities by providing more in-depth, objective assessments of the relevance, efficiency, effectiveness, impact and sustainability of programs at a particular point in time.

Research: Systematic Investigative process employed to increase or revise current knowledge by discovering new facts, it is divided into two general categories; 1) Basic Research is inquiry aimed at increasing scientific knowledge, and 2) applied research is effort aimed at using basic research for solving problems or developing new processes, products, or techniques.

Basic steps for measuring social impact

Step 1 Decide your overall approach

Decide on your overall approach to measuring social impact by developing a vision, deciding how to measure social impact (whether to use monitoring, evaluation and/or research) and who to involve.

Create a vision which explains the projects overall aim and purpose for measuring impact. This vision also can be related with why we use impact measurement.

VISION: A short statement that paints a picture of the ideal world your organization strives to bring about.

MISSION: A short description of how your organization is working toward that ideal world.

GOALS:

A set of chronological milestones that your organization will reach as you continue your path toward that Vision.

Step 2 Decide what to measure

Decide what to measure by exploring mapping out your programs with program theory and how to prioritize and use learning questions.

You have unlimited possibilities for impact measurement, which means you need to decide what is most important to measure and where to focus your impact measurement.

Choosing some important questions can also be a very effective way of focusing your impact measurement. These are the questions that the data you collect and analyze through impact measurement will answer, for example, 'did our program produce the intended outcomes in the short, medium and long term?'

Step 3 Select and develop data indicators

Select/develop indicators that will identify what has taken place as a result of running your activities and to what extent:

- Selecting existing indicators
- Developing New Indicators
- Prioritizing and Validating Indicators

Step 4 Selecting the right data collection

The next step would be to plan your data collection to find information to answer your questions. This makes it important to select the right data collection method, taking a quality approach to sampling and finalizing your indicator framework.

Step 5 Develop data collection tools

- To collect high quality data:
- Avoiding Bias
 - Using Existing Questionnaires
 - Developing your own questions

Step 6 Collect and manage your data

Collect and manage your data through effectively deploying data collection tools, ensuring the data you collect is high quality and secure, and selecting the right software for your organization

Step 7 Use the data you collect

Use the data you collect: effectively analyze and learn from your data to improve the delivery of your activities, your fundraising and your accountability back to stakeholders. Learning from your data Learning from your data is about telling the story of what happened with your activities. We recommend going through 5 steps to get to the point where you can interpret and learn from your data:

1. Review learning questions and indicators
2. Select tools for analysis (e.g. Excel)
3. Prepare your data
4. Display your data (e.g. in charts and graphs)
5. Interpret and draw conclusions from your data

Some inspiration on how to measure social impact

Decide how to measure impact. This decision occurs due to resources you have, expertise and which evaluation method you will use. Below are some evaluation types programs provided.

- **Activity Info:** Developed in collaboration with UNICEF, this software is used in over 50 countries to optimize workflows between dispersed teams and organizations.
- **Dev Results:** A dashboard for managing evaluation data; offers great mapping and collaboration capabilities.
- **Synergy Indicata:** Monitoring and Evaluation Software: An impressive suite of features specifically for M&E processes, from the necessary dashboards and analytics to results frameworks and cross-project data collection.
- **Granity:** Remote data collection and automated reporting are just a couple of the features that this software provides to facilitate good M&E results.
- **Newdea:** They have a suite of free tools to help manage your impact data and streamline your social impact assessment.

Decide who to involve your impact measurement. Internally, this might include anyone related to the impact measurement process, from senior management to volunteers that could help to collect and enter data. Externally this could involve impact measurement consultants or researchers that could support different steps in the process (e.g. designing data collection tools).

Inspiration on how to collect data when measuring social impact:

- **Quickbase:** Between dashboards and data reporting, this code-free application building platform gives teams the power to customize data management to fit their needs.
- **Salesforce:** One of the most well-known, comprehensive services on the market, you can find nearly everything you need for data management in the Salesforce suite of products. There are many software vendors that now support specialized implementation on top of Salesforce. Many of them provide 70-30% solution. i.e. provide 70% base functionality. However, reality is that you will have to ask vendors to customize software to fit your needs. Depending on your need, it can take anywhere from 3-12 months to customize. Keeping in mind cost and time for implementation, you also have to account for the fact that you will be responsible for any future requirements changes and maintenance to fit in future changes!

- **Sopact Impact Cloud:** An end-to-end solution to impact data management needs, the solutions include features for stakeholders at any point in the spectrum, improving data accessibility and how well it can be leveraged.
- **Blackbaud:** A cloud software solution with a focus on social good. Their offering of products and services for nonprofits is as comprehensive as it gets, including a dashboard designed specifically to manage the outcomes tracking of a program or organization.
- **Social Solutions:** Specializes in solutions for impact-oriented organizations, large and small, and includes proprietary software with reporting and measurement tools.
- **Net Suite:** The self-proclaimed #1 Cloud ERP, it is used by more than 400,000 organizations from entry-level to C-suite executives to help manage data and internal processes.
- **Airtable:** Complete with mobile and desktop apps, this powerful platform allows for seamless cross-team data syncing in real-time. Its spreadsheet and other features are used by over 30,000 companies globally. Example interface shown below.

So how do we measure?

It is important to measure systematically. Decide on what methods that are relevant for your organization, business or project. It is for example normal to choose between qualitative and quantitative methods. There as you see many tools available that are available , some simple, some more complex.

Choose a framework and then select appropriate tools to use within the framework, depending on what you want to find out. It is important that you have an approach that is manageable within your resources. Considering:

- Layering - covering all your aims over a number of years?
- Timescale, eg. Financial / calendar year / project timetable?
- Consider your motivation for doing it including the audience, key stakeholders?
- Think about who will do the work, when, and build it in. What gives?
- Only plan to do what you know your organization can accomplish well within the resources available.
- When it comes to writing your organization's report, be open and transparent about why you may have omitted certain aspects of your work and not consulted certain stakeholders.
- Make sure that you focus on the core of what your organization does. It is these core activities that you need to be able to measure in terms of performance and impact.

Measuring social impact also depends on understanding what outcomes measurement is and being clear about why your organization wants to do it and what benefits you hope to get from it. A part of this will always be examining what your organization already does and the information it is already collecting and seeing how outcomes measuring can build on it. Remember to ensure that there is commitment within the organization to do this. Making sure that the whole process is manageable and being clear about who will do the work and who is responsible for what. Ensuring that you have the necessary resources to devote to it.

→ Go to activity 5, p.37

The purple book: Activities to support integration of young immigrant women into the labor market

This guide is a handbook for youth workers and volunteers working within the migrations field. It has a special focus upon work integration of young female immigrants that have migrated to Europe. The activities in the purple book have been developed based on the feedback from both beneficiaries and youth workers.

Based on the analysis of the information extracted from the different discussion groups we can say that a whole series of social and labor exclusion factors have been identified that migrant women live in different countries of acceptance. From these exclusion factors we can extract a series of needs related to these factors. These needs, once covered, will improve the process of social and labor inclusion of migrant women, and they should mark the way in the task as future professionals.

Students and volunteers as future workers, consider that they need a deeper knowledge about immigrant situations in order to do a good social intervention and deal with their prejudices. Regarding the abilities students consider essential to have skills such as empathy, assertively, active listening. Also aptitude for individual work dealing with personal emotions, personal growth, and to have a good grasp of the regulations regarding immigration matters to inform and advise migrant women better. When working in this kind of social actions, the students consider they personally should possess values such as humility, tolerance, respect, equality (in the sense of not feeling superior to migrant women), confidentiality, fairness, freedom, love, goodwill and vocation. -All universal values.

The activities in the purple book are chosen and developed based on the feedback.

Index number	Area	Name
Activity 1	Intercultural awareness	“Cultural quiz”
Activity 2	Sociocultural learning	Personal development zone
Activity 3	Social business modelling	Social enterprising
Activity 4	Sociocultural learning	Mapping your social ecosystem
Activity 5	Sociocultural learning	Defining and accepting cultural differences
Activity 6	Teamwork - how do you build a community for change	“TAXI”
Activity 7	Teamwork - how do you build a community for change	“LIFE’S RACE”
Activity 8	Teamwork - how do you build a community for change	“TAKE PART IN THE WORLD”
Activity 9	Teamwork - how do you build a community for change	“EMOTIONAL SELF-PORTRAIT”

Activity 10	Impact measurement	“ RIVER OF LIFE”
Activity 11	Impact measurement	“ STEP BY STEP”
Activity 12	Impact measurement	“CIRCLE THE QUESTIONS”
Activity 13	Impact measurement activity	“ YOUR TURN”

Lesson plan



It is an example of a lesson plan which you can use or follow while you teach the related subjects in this book. This lesson plan is about Social Impact Measurement, but you can also adapt it to other topics. Check it out from the QR code, it may be useful for you.

Activity - 1 Intercultural Awareness

Topic	Intercultural awareness
Duration	30 minutes
Goal/ purpose	To test and consider your current knowledge of intercultural awareness.
Content description	<p>We have followed this structure to give you an introduction to intercultural awareness when working with immigrant women and their family:</p> <ul style="list-style-type: none"> • Defining the concept, • Applying the concept, • Example of the concept, • Challenging yourself quiz. <p>The answers for the challenging quiz are at the end of the chapter!</p> <p>Section 1 : Culture</p> <p>Defining the concept Culture is a word for the ‘way of life’ of groups of people and meaning the way they do things.</p> <p>Applying the concept. Many different cultures are recognized globally, and common ones include Chinese, Japanese, Indian, Spanish, Italian and Greek cultures.</p> <p>Example of the concept. In some Indian families it is common for the younger generation to lightly touch their grandparent’s feet when greeting them. This gesture is carried out to show respect.</p> <p>Challenging yourself quiz. Is culture a simple and effortless concept to understand? a) Yes, because it is easy to identify different cultural groups. b) No, because cultures are deeply complex and are always changing. c) It is not important to consider the complexities of this term.</p> <p>Section 2 : Culture is Learnt</p> <p>Defining the concept. Culture consists of social rules and norms which are learnt through mimicking behaviors and or being told (verbally) how to act.</p> <p>Applying the concept. A child does not know how to act appropriately in a social setting until they are instructed how to behave by a member of their cultural group.</p> <p>Example of the concept. Many parents teach their children to hold a fork in their left hand and a knife in their right hand when eating a meal.</p> <p>Challenge yourself quiz. Humans are born with culture. a) Yes b) No</p>

	<p>Section 3 : A Deeper Understanding</p> <p>Defining the concept Taking the definition further. It is important to recognize that individuals who identify with a specific culture do not behave in the same way and that cultures are not homogenous wholes. Meaning there is great diversity within one cultural group.</p> <p>Applying the concept. In some instances, people treat individuals who identify with a different culture from their own negatively. Ill treatment towards those who are perceived to be different can stem from various causes including: misunderstanding, lack of knowledge and resistance to change.</p> <p>Example of the concept. A current example can be found in the rise of social tensions across Europe in response to the refugee crisis. As well as receiving support refugees can be met with hostility.</p> <p>Challenging yourself quiz. Are people who identify with a particular culture the same? <ul style="list-style-type: none"> a) Yes, because they have the same belief system and therefore behave in a similar manner. b) No. Even though people identify with the same cultural group everyone interprets information differently. Yes, because they dress in similar clothing. </p> <p>Section 4: Stereotypes</p> <p>Define the concept. Stereotypes can be defined as simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have the same characteristics (stereotypes can be both –positive and negative).</p> <p>Applying the concept Although, much progress has been made throughout the years, stereotypes are still very much a part of our society.</p> <p>Example of the concept John went to the library, he was looking everywhere for the librarian who would be a woman who are old, wear glasses and had a frown on their face. He was surprised when the librarian was in fact a man with a big beard and a very happy face! John stereotyped the librarian.</p> <p>Challenge yourself quiz Can stereotyping be good or positive? <ul style="list-style-type: none"> a) No; stereotypes are always a positive reflection of someone’s character. Neither, stereotypes are neutral accounts of someone’s physical characteristics. b) Yes, stereotypes can be both positive and negative. </p> <p>Section 5: Prejudice</p> <p>Define the concept. “Prejudice are stereotypes + emotions. They also can be positive or negative, but we often use this word to describe strong negative emotions towards some group of people.</p> <p>Applying the concept Although, much progress has been made throughout the years, prejudice is still very much a part of our society.</p> <p>Example of the concept. Jean doesn’t want her husband to hire a certain person because of the way he dresses. She assumes he is violent or uses drugs, but he turns out to be the best and more qualified person for the job!</p> <p>Challenge yourselves quiz. “Can prejudice be positive as well as negative?”</p>
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	<ul style="list-style-type: none"> a) Yes! They can be positive and negative but often use words of strong emotions towards a group of people. b) No! Prejudice is always negative. c) Yes – but positive prejudice is only towards minority groups. <p>Section 6: Discrimination</p> <p>Define the concept; Discrimination is prejudice in action. When we have a negative stereotype towards some group and have negative emotions, then if we got power it is very likely that we’ll discriminate against that group of people in many ways.</p> <p>Applying the concept Although, much progress has been made throughout the years, discrimination is still very much a part of our society.</p> <p>Example of the concept A Japanese family has recently immigrated to Canada. The son is attending a local school and has been bullied because he is from Japan. He is called racist names, pushed around in the hallway, and told to “go home”. The parents complained to the teacher and the principal, but the school has not taken any action against the racial harassment, and the bullying has continued.</p> <p>Challenge yourselves quiz What Is Employment Discrimination? <ul style="list-style-type: none"> a) When you are unable to get a job because of your manner within a job interview. b) Employment discrimination is the decision not to hire someone based on their age, sex, race, religion, color, national origin, disability, pregnancy and even genetic information. c) Employment discrimination is the decision not to hire someone based on their parent’s background and based on your lack of flexibility towards certain tasks and responsibilities. </p> <p>Reflection Questions Do you think you would be able to identify discrimination in your classroom? How would you handle students with strict and negative stereotypes against other students?</p> <p>Answers to Challenge yourself quiz <ul style="list-style-type: none"> 1) b 2) b 3) b 4) c 5) a 6) b </p>
Need for equipment/ space to be able to do the activity	Pens and paper.

Activity - 2

Personal development zone

Topic	Proximal development zone
Duration	40-60 minutes
Goal/ purpose	To understand and reflect upon the sociocultural perspective on learning.
Content description	<p>To get started Imagine that you are to map your own ability to develop new skills. Choose a topic, Draw down three overlapping circles on a piece of paper. Write down what you already know about the topic in one circle. Then put down the name of friends, networks and institutions that know something that you don't know about the same topic. -what could you learn from interacting with these players and what could they learn from you?</p> <p>Reflections:</p> <ol style="list-style-type: none"> 1) What do I know about this topic? 2) What other players know something about the topic? 3) What could I learn from being exposed to the other players that I don't already know?
Need for equipment/ space to be able to do the activity	Pens and paper.

Activity - 3

Social enterprising

Topic	Creating your own social enterprise
Duration	90-120 minutes
Goal/ purpose	Create a social business model
Content description	<p>To get started Imagine you are to create a social enterprise to solve a social problem in your community or on a bigger scale within a target group that you believe could improve their life possibilities.</p> <p>Answer these key questions to construct your own business model:</p> <ol style="list-style-type: none"> 1) What is your target group 2) What is your aim/goal -what do you want to accomplish with the enterprise? 3) What is the social problem you are to solve? 4) Try to describe it -what are the consequences of this problem for the individual, the family and society as a whole? 5) How are you going to solve the social problem? 6) What are the products and services you will produce within your social enterprise? 7) Who are the customers 8) What are the resources you need to do it? (material, financial and human) 9) Who are your key partners on a local, regional, national and international level?
Need for equipment/ space to be able to do the activity	Can be done with pen and paper, but it can be preferable to write it on a computer.

Activity - 4 Mapping your social ecosystem

Topic	Social ecosystem
Duration	40-60 minutes
Goal/ purpose	To understand and reflect upon your own social ecosystem and factors in your near or distant surroundings that have an impact on how you view the world, and also can affect how others view you and what life possibilities that you are given.
Content description	<p>To get started Try to map your own ecosystem adding factors that are relevant on different levels.</p> <p>1) Microlevel 2) Mesolevel 3) Macrolevel</p> <p>Reflect on: What effects you and how does it affect you?</p>
Need for equipment/ space to be able to do the activity	Pens and paper.

Activity - 5 Cultural differences

Topic	Defining and accepting cultural differences
Duration	40-60 minutes
Goal/ purpose	To understand and reflect upon how we react to other peoples cultural traits. Any professional can benefit from reflecting upon how your own culture predetermination is and how you view other peoples perspectives and life choices.
Content description	<p>Write down and try to describe your own views of a fenomen for example family structure, work ethics, reasonable structure of a society og your role as a student/mother/father/Coworker and so on.</p> <p>Answer the following questions</p> <ol style="list-style-type: none"> 1) What is the reasonable description of the social fenomen or role in your society? 2) How do you feel when someone or something does not fulfill your expectations in their role or when a fenomen does not act in the way you expect? 3) Make a list, how does your home country differ from the origin of the migrant in these categories? 4) How do you think the differences make the other person feel?
Need for equipment/ space to be able to do the activity	Pens and paper.

Activity - 6 “TAXI”

Topic	Teamwork - how do you build a community for change
Duration	45 minutes
Goal/ purpose	<ul style="list-style-type: none"> To reflect upon the importance of tolerance. To express how they feel when experiencing discrimination.
Content description	<p>Development: The participants are divided into 2 groups; one group will go out of the room (group A) and the other will stay inside (group B). Group A will be the taxi drivers and group B, the passengers.</p> <p>Instructions for Group A: Each taxi driver is given a pen and paper to write the names of the passengers they collect. The tutor assigns each driver a very particular mania or fixation. Each driver will know their own mania but not the others'. Some of the manias assigned can be: “no women on board”, “don’t accept women in sports gear”, “don’t accept women who wear glasses”, “no women wearing watches”, “no blonde women”, ... Once the manias have been assigned, the tutor instructs the taxi drivers to ignore any potential passengers who fit their mania and drive past. After giving the taxi drivers their instructions, they go back in the room and the activity can begin. It should last about 5-10 minutes.</p> <p>Instructions for Group B:</p> <ul style="list-style-type: none"> Group B have to call the members of group A using the words “taxi,taxi”. Passengers are not allowed to take any taxi which isn’t completely still. If a taxi drives past, passengers should wait for the next one. General instructions: whenever a taxi driver takes a passenger, they will drive around the room for at least 30 seconds. After that time, the driver will stop and write down the name of the passenger. Then the driver will carry on driving around the centre of the room looking for passengers. Passengers should look for another taxi to go somewhere. <p>Reflection: Once the taxi drivers say how many passengers they have had, they can say their mania aloud. Remember only the person dynamizing the activity knows all the drivers’ manias. When drivers confess their mania, reflection on this dynamic can start.</p> <ul style="list-style-type: none"> How did passengers feel? Which women took many taxis? Which women took a few taxis? What do you think of the taxi drivers’ manias? Do you think they are fair? Do they discriminate against women? Have you ever felt this way? Would you like to share it with the group? If that is so, how did it affect you? What would you say to the person who has behaved like this with you? <p>From the women’s answers, we should arrive at the conclusion that many times people behave in the same way as the taxi drivers did, that is, some people discriminate against others, they reject them, push them away and discriminate. Very often, we discriminate in this way without a specific motive or criteria, just because.</p>

Activity - 7 “LIFE’S RACE”

Topic	Teamwork - how do you build a community for change
Duration	40-60 minutes
Goal/ purpose	To be aware of what moment they are living in different life areas and to express which challenge they are ready to face.
Content description	<p>Development: We will start giving a brief introduction about the different life spheres (personal, professional, formative, relational, etc...)</p> <p>The dynamizer will hand out a print of an athletics track with some silhouettes. Each woman will have to draw a circle around the silhouette which better reflects the moment she is living in her life. She has to decide which position she occupies in the different life spheres (personal, professional, family, ...)</p> <p>Each participant will share her own situation freely with the rest of the group, “where I am now and where I want to get to”. They can keep the sheet until the end of the course in order to repeat the activity and check if there have been any changes.</p> <p>Reflections: Becoming aware of the fact that the position they occupy is only temporary, not fixed. We can change our position in the different life spheres. In the same reflection we can include the idea of equal opportunities. Do women start off under the same conditions, or do we advance more slowly as we are carrying a backpack loaded with responsibilities due to the gender roles we perform in our daily life?</p>
Need for equipment/ space to be able to do the activity	A sheet printed with the image of an athletics track with different silhouettes in different positions in respect to the finish line.

Activity - 8

“TAKE PART IN THE WORLD”

Topic	Teamwork - how do you build a community for change
Duration	1 hour
Goal/ purpose	To symbolize the intersection between personal and personal identity. The contribution of each person to the world.
Content description	<p>In these workshops we have worked with two dimensions of identity: the social and personal. In this dynamic we want to symbolize the mosaic which results from the intersection between these identities</p> <p>Development of the activity: Staging of the role. Relating the metaphor of identity as a mosaic, we provide the group with 5 categories of possible classifications according to the proposal of “my own roles in the world” (categories can be changed or added according to the group we work with): As a female worker / daughter / friend / partner in my own surroundings / participant in the activities / mother. Participants have to choose a category and then the sculpture dynamic is explained. Then they will be asked to think about how to make the sculpture symbolize how they live and feel in the category they have chosen. As soon as they are ready to take part, each participant comes to the centre of the room and represents her sculpture. The next participants will join the first one in turn, thus forming a final sculpture we could name “Participant of the world”.</p> <p>Debate:</p> <ul style="list-style-type: none"> ▪ What category were you representing? ▪ Why did you try this particular category? ▪ What were you symbolizing? or Which aspect of the category were you representing? ▪ What feeling did you experience? or How did you feel? <p>Reflections: The task of basic identity formation ends up successfully depending inasmuch as, after a laborious work of synthesis of the I, the three dimensions fit together and draw this unique mosaic in which we become day after day. Making the sculpture of our own participation in the world can make us feel some of our contributions to society, the sand grain we all contribute to the architecture of our world.</p> <p>Which other roles would you have liked to represent?</p>
Need for equipment/ space to be able to do the activity	

Activity - 9

“EMOTIONAL SELF-PORTRAIT”

Topic	Teamwork - how do you build a community for change
Duration	40-60 minutes
Goal/ purpose	To recognize our role models and get to know oneself.
Content description	<p>Each person takes a sheet and a pen, and sits in a comfortable place. Visualization: they close their eyes and a facilitator guides them through a brief relaxation (feel your eyes relaxing, your jaw, your arms, your neck, legs, feet, ...) in order to be ready to start the exercise.</p> <p>Think of a person you admire, who means a lot in your life: it can be an aunt, your mother, a friend, a workmate, ... how you met, what memories come to mind with her, why you admire her, what qualities she has, what abilities, ... Open your eyes and write on the sheet. She / he is... She / he is ... At least 10 sentences to describe that person. Read them aloud.</p> <p>Next to them write the following : I am ... I am ... Now copy the same sentences you wrote for the other person. Read them aloud</p> <p>Reflections:</p> <ul style="list-style-type: none"> ▪ In what traits do you recognize yourself? ▪ Have you realized that you also have the same aspects which make you admire the other person? ▪ Why is it so easy to recognize others but it's so hard to recognize ourselves?
Need for equipment/ space to be able to do the activity	Pens and paper.

Activity - 10 “RIVER OF LIFE”

Topic	Impact Management
Duration	40 minutes
Goal/ purpose	To see how an organization can impact other lives.
Content description	<ul style="list-style-type: none"> ▪ People will draw a river on a flipchart and draw or write about the changes in their lives after joining the organization. ▪ They can use pictures, symbols, and words which describe the effect. Dates may be written as well to illustrate the consequences of this experience. ▪ People are going to explain the experiences and skills that they have gained and developed not only on their own, but also if they have affected others. They will use the flip chart that they have prepared while explaining. ▪ Everyone will learn about the impact of organization on each other's lives and how that impact changes lives. <p>Reflection Questions</p> <ol style="list-style-type: none"> 1) How did they feel while doing the activity? 2) Did they realise more of the effect after doing the activity? 3) Were they happy with these effects?
Need for equipment/ space to be able to do the activity	Pen, papers, colouring pencils, colourful flipcharts.

Activity - 11 “STEP BY STEP”

Topic	Impact Management
Duration	40 minutes
Goal/ purpose	To Increase the understanding of social measurement within your project
Content description	<p>Gather you colleagues and stand in a line. -Then you ask them some questions, and if someone's answer is yes, she/ he comes a step ahead. If the answer is no, he/she should stay in line and wait for the next question. These questions should be impact related questions. We can measure changes in their life. These questions may vary by organization. There should be questions according to the events and projects that people attend.</p> <p>Questions or sentences can be as follows;</p> <ul style="list-style-type: none"> ▪ I developed myself in a field. ▪ My English is better now. ▪ I made a lot of new friends. ▪ Can you express yourself better than before? ▪ ... <p>After asking 20 questions, everyone stays and discusses.</p> <p>Reflections:</p> <ol style="list-style-type: none"> 1) Who took steps and how many? 2) Why did they say no? 3) What was missing? 4) How did they feel about the activity? <p>Everyone can ask each other questions and discuss. You can see who develops in what subject or who isn't affected enough in what subject.</p>
Need for equipment/ space to be able to do the activity	Questions or sentences prepared by you in terms of the activities of the organizations.

Activity - 12 “CIRCLE THE QUESTIONS”

Topic	Impact Management
Duration	30 minutes
Goal/ purpose	To measure participants’ knowledge on the topic you have shared.
Content description	<ul style="list-style-type: none"> Make a worksheet or a survey that has a list of questions (make them specific) about the topic, and ask participants to circle (or check) the ones they don’t know the answers to. Then, let them turn in the paper. Create corners concerning different questions that were circled. Let your participants work on the extra exercises and explanation in the corners, individually. As your students will all have circled different questions, you have to give each student a different and personalized order to visit the corners.
Need for equipment/ space to be able to do the activity	Questions, pens and a room which has corners.

Activity - 13 “YOUR TURN”

Topic	Impact Management
Duration	40-60 minutes
Goal/ purpose	To understand if the participants can measure their organizations’ social impact.
Content description	<p>To get started Think about your own organization and write down 3 actions you will take (as a result of this session) towards measuring your organization’s impact. Put names and deadlines by your actions!</p> <ul style="list-style-type: none"> In this activity, you will ask participants to take an active role. They will be divided into small groups. You will ask participants to measure their organisations’ social impact. If participants are not from any organisation, they will act as if they have their own organisation, and they will measure the social impact of their own. <p>They should be answering these questions.</p> <ul style="list-style-type: none"> Which questions would they ask? Which methods would they use, and why? <p>They will be using flipcharts to present their ideas.</p> <p>Reflections:</p> <ol style="list-style-type: none"> How do they feel about the activity? What is their takeaway? Would they like to have an organization if they haven’t had any?
Need for equipment/ space to be able to do the activity	Flipcharts and pens.

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YOUTH WORKERS GUIDE

TO THE INTEGRATION
OF FEMALE MIGRANTS
THROUGH SOCIAL
ENTERPRISING



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