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# SUPPORT THE CREATION OF A FEMALE PROFESSIONAL IDENTITY THROUGH EMPOWERMENT OF MIGRANT OR REFUGEE WOMEN

## Toolkit



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# Introduction



## Introduction

The EMIRE project is funded with support of the European Commission within the Erasmus+ programme and is based on the premise that we can –and must– do more to integrate women with migrant/refugee background into the labour market.

Since 2015, about 800.000 women have come to Europe as a result of the refugee crisis, 44.1% of these are 18 – 45 years old while half of this stated group is not in employment in the receiving country. The main obstacles for women with migration/refugee background when trying to enter the labour market are: recognition of qualifications and previous professional experiences; lower language skills than men from the same group (common reasons: lower schooling level in the countries of origin, less practice due to lacking social contacts in Europe due to predominant family structures); gender inequality.

For many women, Europe means a realistic chance of building up an own professional identity and adds to obtaining professional qualifications, as only 1/3 of them were in employment before migration. Furthermore, EMIRE helps to reflect on traditional family structures since women with migrant/refugee background mostly migrate with their families and remain in traditional family constellations.

The overall aim of the project is to empower women with migrant or refugee background for integration into the labour market and to foster social inclusion. During the project duration from 01.11.2020 – 31.01.2023 three intellectual outputs have been developed. Each output is directed to a specific target group.

### Intellectual outputs

#### 1. Video platform: “My personal pathway”

Two videos were produced and filmed in the participating countries Germany, Italy, Slovenia, Sweden, Austria and Cyprus and show the different perspectives in the countries mentioned. The videos offer insights into labour market integration and the associated challenges of women with a refugee and/or migration background and share the differences with the labour market in their countries of origin.

#### 2. ToolKit: “Support the creation of a female professional identity through empowerment of migrant or refugee women”

A ToolKit for social workers/employment adviser and volunteers who work with women with migrant/refugee background. The ToolKit will focus on their practical day-to-day work. It will especially help with how to handle challenging situations, which can occur during the work processes with women with migrant/refugee background.

### 3. Policy guideline: “How the empowerment of migrant women will lead to the integration into the labour market”

Policy guideline in form of an interactive eBook especially designed for decision makers at local, national and European level. It builds upon the needs of decision makers and supports the local migrant initiatives when they reach out to decision makers.

#### Support the creation of a female professional identity through empowerment of migrant or refugee women.

The following ToolKit is directed to social workers, employment adviser and volunteers who work with women with migrant/refugee background. The focus will lie on their practical day-to-day work and will help them to implement activities linked to the empowerment process of women with migrant and/or refugee background. The majority of the activities can be run in peer groups, as working in peer groups also supports the empowerment process. The empowerment process intends to initiate and accompany various internal processes among the women, which lead to them being able to explore, perceive and test their professional identity.

The ToolKit has been developed in cooperation with different focus groups in all participating countries (Austria, Cyprus, Germany, Italy, Slovenia, Sweden), the groups have been composed of social workers, career counsellors and volunteers. Within the groups, the activities were tested and adapted. In addition, the ToolKit was used and tested in a European training course within the project.

The ToolKit is designed to empower social workers, employment advisors and volunteers to be able

- to build a relationship in a sustainable and trustful way which will support the process of empowerment
- to support women with migrant and/or refugee background to build an own professional identity and integrate themselves in the labour market
- to create a safe working environment and feel intercultural competent
- to implement new tools to give feedback towards women with migrant or refugee background in a positive way
- to build up new capacities by using the ToolKit

It was also important to the project team to give women from the affected target group a voice in all the results produced. In the joint work with the women, it became clear that there is often not enough space and opportunity to talk about their own experiences. That is why the ToolKit also contains various testimonials from women who wanted to share their experiences of professional integration and development and whom we want to give a voice at various points in the tool.

The ToolKit’s activities are structured on five thematic blocks based on three methodologies, the **Theory of Resilience**, the **Theory of Non-violent Communication (NVC)**, and the **Theory of Emotional Intelligence**:

- **Creation of a pleasant multicultural and safe environment** (staff will be able to work in any kind of cultural setting) with the help of the emotional intelligence methodology.
- **Positive confirmation / affirmation to support empowerment process** (feedback, empowerment, relationship, trust) with the help of Non-violent Communication. By fostering the personal development of women with migrant or refugee background an active participation in the labour market will be achieved.

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- **Communication** on how to deal with people with mental health issues and how to manage stress with the help of the Theory of Resilience (self-management, conversation guidelines, stress reduction).
- **Knowledge and information regarding the role of women in the different cultures / societies they belong to;** as well as the different types of social networks and structures they experience and live in.
- **Building up one’s own professional identity,** as only one third of the women were in employment before migration (education, information about professional qualifications).

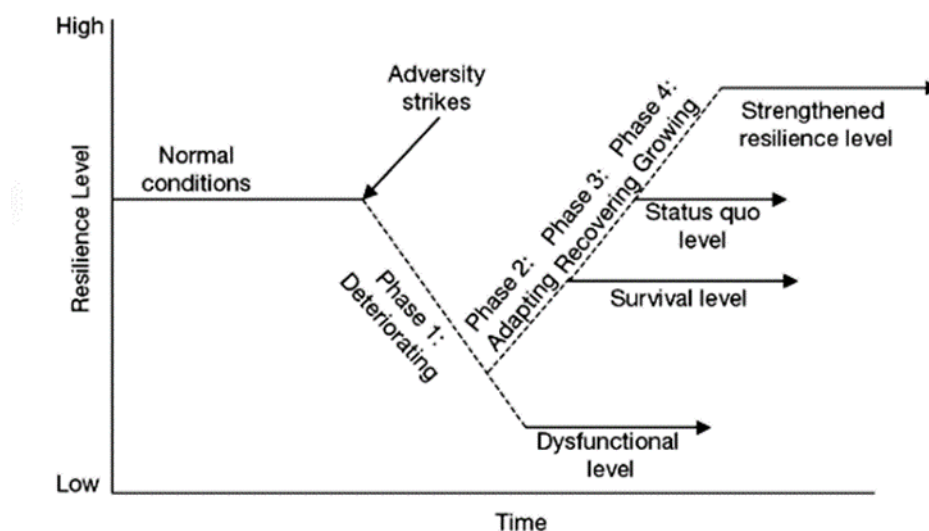
At this point, we would first like to briefly explain and present the theoretical approaches.

## Theoretical approaches

### 1. Theory of Resilience

The term “resilience” describes the competence to overcome adversity, crisis, or traumas. Ledesma (2014) defines resilience as “the ability to bounce back from adversity, frustration, and misfortune”. In other words, it is the conceptual framework of thriving, which means that a person is able to overcome their level of functioning, grow further and operate despite the endurance of repetition of stressful situations (O’Leary: 1998). Ungar (2006) defines resilience as “[...] both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual’s family, community and culture to provide these health resources and experiences in culturally meaningful ways”. The theory of resilience has usually been used in the context of risk factors (migration, stress, trauma) and the enhancement of positive personal development. Resilience is connected to the following aspects:

- active approach towards problem solving
- ability to sort experiences in a positive light even when they are difficult
- the competence to attract the other’s interest
- a positive way of thinking



Source: Patterson and Kelleher (2005)



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Southwick et al. state that resilience can be taught and enhanced (2014): “One of the most important ways to foster resilience is to promote healthy family and community environments that allow the individual’s natural protective systems to develop and operate effectively”. The Theory of Resilience can help social workers, advisors, and volunteers understand the different phases in which the women go through and learn how to guide them to the next steps that lead to their empowerment.

## 2. Theory of non-violent communication

The Theory of Non-violent communication (NVC) was first introduced by Dr Marshall B. Rosenberg. It is based on a quadrilateral model: “Observations” (distinguishing observation from evaluation), “Feelings” (emotional awareness), “Needs” (need awareness), and “Requests” (need fulfilment).<sup>1</sup> To better understand the concept of NVC, Rosenberg defines it as a way of communication based on judgement, criticism, labelling others, and the concept of rightness and wrongness. On the other hand, NVC can be understood as a so-called “process language” which enables someone to listen for the needs and beliefs behind someone’s statement. NVC empowers the speaker to deal with unpleasant situations such as criticism, verbal assaults, or allegations. The NVC model consists of four elements: 1) Consciousness 2) Language 3) Communication 4) Means of Influence. This method creates an atmosphere of trust between the social workers/volunteers and the women with migrant or refugee background. It generates empathy and actively contributes to the empowerment process. Roy (2020) links Non-violent communication to “compassionate communication”.

## 3. Theory of Emotional Intelligence

The concept of Emotional Intelligence became popular in 1996 through psychologist Daniel Goleman. The definition of Emotional Intelligence is a person’s ability to manage and control his or her own emotions. Furthermore, it can be defined as a competence to understand and be aware about their own emotions and to influence the emotion of someone else. Goleman (2000) structures Emotional Intelligence on five pillars: Self-regulation, Internal motivation, Empathy, and Social skills. According to Castro Suededo et al. (2018), Emotional Intelligence can support individual achievement and have a positive impact in the professional life of people. Emotional intelligence is important as it influences our behaviour especially in the situations such as providing and getting feedback, coping with change, and dealing with adversity and difficulties. This methodology can enable social workers and volunteers to create a safe working environment and feel intercultural competent and to give feedback towards migrant women in a positive way.

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<sup>1</sup> Nonviolent Communication (NVC). (2021, July 8). PuddleDancer Press. <https://www.nonviolentcommunication.com/>, and Hooper (2013).



## Testimonials: Irena & Lejla



Irena (41), Trainer for German as foreign language, originally from Slovenia, now living in Austria

“I moved to Graz in 2014 with my family because my husband got a job at the University here. I stayed home for 1,5 years with a 1.5 year old son and pregnant. When my daughter was 1 year old, I started looking for a job and I was scared because I had never worked here. I had no problems with the language, as I am an educated professor of German as a foreign language.

Luckily, a good friend sent me a call from the University for a professor of German as a foreign language and for working with migrants. For me, it was always a wish and so I gratefully accepted the job. My co-workers accepted me as much as they did and I always felt good and accepted at the firm. Also, my many years of experience with learning German from Slovenia

were equally accepted here, so I was also included in the pay grade I deserve. Working with unaccompanied minor migrants

was very emotional, new, beautiful and inspiring for me, but also difficult. I am now working with young adults and I am grateful for any new experience in this area.

Throughout my career, I have always been supported by good friends and family, so I have to say that I am very lucky and I am very grateful.”

Lejla (26), psychologist and physiotherapist, originally from Bosnia and Herzegovina, now living in Slovenia

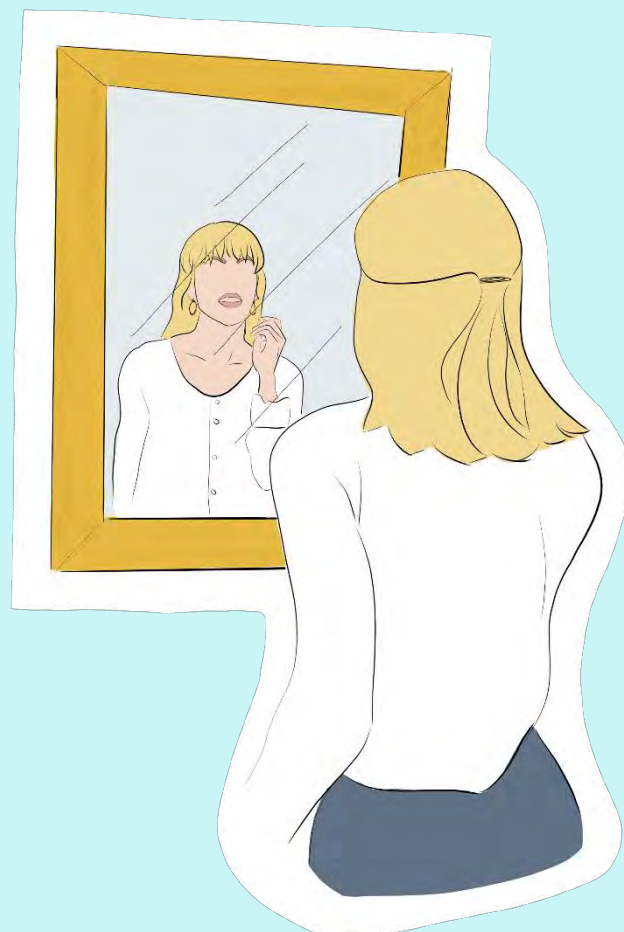
“When I came to Slovenia, I faced with some negative, also positive challenges. I was able to continue and advance my education, but there were administrative challenges that made it difficult for me to find a job. At times I faces with discrimination, but thanks to my ability and previous knowledge I found job where I first worked as a volunteer. The Organisation gave me the opportunity for advancement, education and career development.”





## Chapter 1

# HOW TO CREATE A PLEASANT MULTICULTURAL AND SAFE ENVIRONMENT



## 1. How to create a pleasant multicultural and safe environment

### Introduction

A multicultural working environment brings together a group of people with different cultural backgrounds in terms of religious beliefs, ethnicity, communication styles, level of education, age, gender etc. The work in such environment might be influenced by various approaches to time, information, planning, decision making process, relationships, power, resolving conflict, developing leadership and motivation. To overcome the challenges working in such teams brings, one has to be flexible, willing to adapt, respectful towards different cultures, open-minded, tolerant and master their communication skills.<sup>2</sup>

Psychological health and safety in the workplace depend mostly on how we treat each other and interact while at work. Building emotional intelligence and being able to manage one's own emotions, understand the triggers and react accordingly helps participants to become more resilient over time. Additionally, being able to recognize and respond to the emotional distress of others, is crucial in creating a pleasant multicultural and safe environment.

Building emotional intelligence does not only positively influences the working environment, but also serves as a countermeasure in trauma recovery.

Especially refugee and asylum-seeking women face prior to, during and post-migration situations in which violation of their rights results in traumatic experiences either in their countries of origin, during the transition, or during the integration into the EU countries.<sup>3</sup>

Therefore, in this chapter we are focussing on building emotional intelligence and enhancing communication skills. Recognising, understanding and managing own emotions and reactions, will help participants to better recognize, understand and appropriately respond to emotions and reactions of other people. Participants will learn to express their own emotions in a way that does no harm others and will be encouraged to improve their listening and speaking skills.

This chapter consists of three workshops, which are based on the principles of NFL as it promotes active participation, group spirit and self-paced learning process. Activities are interactive, creative and participatory. Activities within one workshop should be divided by short breaks and each workshop should end with a reflection. As this is the very first chapter, we advise a short and fun teambuilding activity before starting with the topic. Furthermore, we advise ensuring women to feel safe and relaxed by playing some relaxing music in the background, offering participants drinks and biscuits and starting with an icebreaker connected with the topic.

The workshops were developed taking into consideration a holistic approach to learning by addressing participant’s whole personality: cognitive (facts, theory), emotional (playfulness, feeling connected to others) and practical (setting goals for the future – learning diaries).

Therefore, the workshops are based on:

- practical experience (group work, sharing experience)
- acquiring knowledge (input by the lecturer)

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<sup>2</sup> Stanislava Stoyanova: WORK IN MULTICULTURAL ENVIRONMENT

<sup>3</sup> Dr Konstantina DAVAKI: The traumas endured by refugee women and their consequences for integration and participation in the EU host country - Policy Department for Citizens’ Rights and Constitutional Affairs Directorate-General for Internal Policies, European Parliament

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- reflective evaluation (feedback, discussion, learning diaries).

### Workshop “Understanding myself”

This workshop is the first step into building emotional intelligence and is composed of three individual activities:

- a) Taking an emotional intelligence self-test
- b) Reviewing the test
- c) Defining areas to be improved

The Emotional intelligence self-assessment includes 4 key areas: Self-awareness, self-management, social awareness and relationship management. Self-awareness helps participants to identify their emotions, understand own reactions and recognize the impact they have on others. Self-management helps participants successfully regulate stress and appropriately express emotional reactions. Social awareness is important for participants to understand emotions and reactions of other people and to respond in a supportive and non-judgmental manner. Relationship management is the ability to communicate in an assertive, respectful and non-defensive manner.

### Workshop “Managing emotional triggers and our reactions”

The goal of this workshop is to help participants to acknowledge, understand and accept their emotions rather than deny or suppress them. Once they do, they will be able to choose their reactions more intentionally. During the activities participants will be encouraged to consider the reasons behind a persons’ behavior, define their triggers, re-think their reactions and understand them and set goals to change them.

### Workshop “Communication is the key!”

During this workshop, participants will learn the difference between the communication styles (assertive communication / passive / aggressive / passive-aggressive), how they can avoid sounding dismissive, rude, judgmental, argumentative or insensitive by choosing the right words. Together they will discover which words can contribute to positive interactions, and which can cause negative reactions. Participants will learn to express their emotions in a way that does no harm others and will be encouraged to improve their listening and speaking skills.

## Activity 1: Understanding myself

<b>Name of activity</b>	Understanding myself and others
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	Emotional Intelligence
<b>Summary</b>	<p>Psychological health and safety in the workplace depend mostly on how we treat each other and interact while at work. Building emotional intelligence and being able to manage one's own emotions, understand the triggers and react accordingly as well as being able to recognize and respond to the emotional distress of others is crucial in creating a pleasant multicultural and safe environment. This workshop is the first step into building emotional intelligence and is composed of three individual activities:</p> <ul style="list-style-type: none"> <li>a) Taking an emotional intelligence self-test</li> <li>b) Reviewing the test</li> <li>c) Defining areas to be improved</li> </ul> <p>The Emotional intelligence self-assessment includes 4 key areas: Self-awareness, self-management, social awareness and relationship management.</p>
<b>Duration</b>	2 - 3 hours
<b>Objectives – What is the aim of the activity?</b>	To support the participants in learning about emotional intelligence and how to self-asses their own emotions and reactions. To discover their strengths and weaknesses and how to improve themselves.
<b>Methological approach/ Step-by-step implementation</b>	<ol style="list-style-type: none"> <li>1) Provide all necessary materials, make sure you can explain the self-assessment test well.</li> <li>2) Make sure the women feel safe and relaxed; this can be achieved with playing some relaxing music in the background, offering participants drinks and biscuits and starting with an icebreaker connected with the topic. For example: Start the session by saying: “Hello everyone, my name is... I start my day usually in a bad mood until I get my cup of coffee. It makes me angry if someone eats my chocolate and long walks in the forest make me happy. The most fun thing yesterday was...” Ask everyone to do the same. When everyone is done, explain that being aware of what one likes or dislikes and what makes one happy are all parts of emotional intelligence. Explain further what emotional intelligence is by using a simple vocabulary.</li> <li>3) Hand out the self-assessment test and explain each section to participants by providing examples; ask them to fill out the questionnaire.</li> <li>4) Give them the list with how to assess the test and what which result means.</li> </ol>



	<p>5) Split the group into 4 smaller groups, give each a flipchart paper and ask them to brainstorm the following questions (one each):</p> <ul style="list-style-type: none"> <li>• Why is self-awareness important?</li> <li>• Why is self-management important?</li> <li>• Why is social-awareness important?</li> <li>• Why is relationship management important?</li> </ul> <p>They should write their findings on a flipchart and present it to the group. You can also prepare handouts on each field (see for further reading below). The next step is to give participants a second flipchart and ask them to discuss how they could improve each field.</p> <p>For example: self-awareness by understanding emotions - ask them to discuss emotions such as anger, fear, guilt and shame and write their outcomes on a flip chart. Self-management by understanding stress.</p> <p>Each participant should think about what is causing them stress in order to understand their stressors. Prepare a list with most common stressors for everyone by using the resources bellow.</p> <p>6) Give participants their personal learning diaries and ask every participant to make a list of her strengths and weaknesses and what she would like to improve.</p>
<b>Impact</b>	<p>The activity helps the participants to identify their strengths and weaknesses, indicating the areas that can be improved. This impacts both personal and professional life of the participating women. Being an individual exercise it has impact on each person in particular with a focus on self-awareness and self-discovering. At the same time helps the women connect with the others in the group and support each other.</p>
<b>What is the impact for career advisors/ volunteers?</b>	<p>The facilitator will need to guide the women during the process and help them open up and answer the given questions as truthfully as possible. The answers are personal, but the activity is done in group, so the facilitator will have the chance to work with emotional intelligence tools and group dynamics.</p>
<b>What is the impact for women with migrant/refugee background?</b>	<p>The women will be more aware of their own emotions and reactions, how they react to stress, how they communicate with others and how they manage interpersonal conflicts. At the end they will be able to build on the things they discovered about themselves and improve their abilities in different areas. The activity helps the women not just in their work life, but also in their daily life, improving their relationships with their families and learning to communicate better their needs.</p>
<b>Resources needed</b>	<p>Flipchart paper, pens, learning diaries (simple notebooks), self assessment form – handout.</p>
<b>Sustainability</b>	<p>This activity can be done everywhere with little cost and with persons of all ages, gender and ethnicity. It can also be done online if the questionnaires are prepared in a digital form.</p>



**Further readings/references**

- <https://www.workplacestrategiesformentalhealth.com/resources/emotional-intelligence-in-organizations>
- <https://www.workplacestrategiesformentalhealth.com/resources/self-awareness-for-emotional-intelligence>
- <https://www.workplacestrategiesformentalhealth.com/resources/self-management-for-emotional-intelligence>
- <https://www.workplacestrategiesformentalhealth.com/resources/social-awareness-for-emotional-intelligence>
- <https://www.workplacestrategiesformentalhealth.com/resources/relationship-management-for-emotional-intelligence>
- <https://www.workplacestrategiesformentalhealth.com/resources/emotional-intelligence-for-employees>
- <https://www.workplacestrategiesformentalhealth.com/resources/Plan-for-resilience-resource>



## Activity 2: Managing emotional triggers and our reactions

<b>Name of activity</b>	Managing emotional triggers and our reactions
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Resilience</li> </ul>
<b>Summary</b>	The goal of this workshop is to help participants to acknowledge, understand and accept their emotions rather than deny or suppress them. Once they do, they will be able to choose their reactions more intentionally. During the activities participants will be encouraged to consider the reasons behind a person's behavior, define their triggers, re-think their reactions and understand them and set goals to change them.
<b>Duration</b>	3 hours
<b>Objectives – What is the aim of the activity?</b>	To understand the factors to consider when dealing with others' negative emotions, to understand emotional triggers, identify them and learn how to respond in different situations.
<b>Methological approach/ Step-by-step implementation</b>	<p>Before the workshop, prepare either handouts, flip-chart or a digital presentation with lists of triggers, behaviours and tasks for participants to identify and reflect on their triggers.</p> <ol style="list-style-type: none"> <li>1) Start the workshop by showing participants the video about emotions <a href="https://www.youtube.com/watch?v=QGQQ7pJQqHk">https://www.youtube.com/watch?v=QGQQ7pJQqHk</a> as an introduction into why we (and also other people) feel and react the way we do.</li> <li>2) Ask participants to share their story, a situation where they could not understand a reaction of a friend, colleague or someone else they have just met. Based on the story you can ask the group to brainstorm about possible reasons for the behaviour (internal and external factors such as personal problems, differences among the people including age, sex, cultural background, education, health, life experiences, etc.).</li> <li>3) Introduce what the term triggers mean and give them the handout. Ask them to check the list and pick those behaviours of other people, which trigger a certain emotion within them. Ask them to name the emotion. Next ask them to list the emotions they find it the most challenging. Then ask them to write three situations, when an emotion they found hard to cope with were triggered, which emotion was triggered and what their response was. Ask them to try to remember all the other situations in their life when they felt like this and try to define the reason for it.</li> <li>4) Once participants have defined the emotions they find most challenging, ask them to think again about how they are responding in these situations and what they would like to change about it. Ask each</li> </ol>



	<p>to share one example - if they feel comfortable about it. If they do, ask the group to brainstorm about how they could react differently.</p> <p>If no one is willing to share, introduce participants to the four steps of the state-shifting practice - when they are triggered at workplace in a conversation etc. :</p> <ol style="list-style-type: none"> <li>1) Accepting you are being triggered: when you find yourself in the situation, which triggers an emotion, say to yourself "I am triggered".</li> <li>2) Do not act! (e.g. responding with anger towards the person you are talking to). You need time for yourself, excuse yourself either by saying you need to go to the bathroom or telling: "I am feeling a bit emotional. I need some time to collect my thoughts. Can we continue with this tomorrow/after lunch?"</li> <li>3) Shifting. There are several techniques to calm down such as: deep breathing, physical exercise, a cup of tea, a walk through the park... Ask participants at this stage to brainstorm about activities, which help them to relax. They should name them in the learning diary.</li> <li>4) Deal with the situation - once you are calm again and you understand that you were triggered, you can continue with the conversation.</li> </ol> <p>At the end of the workshop ask participants to write in their learning diaries what their learning outcome of this workshop was and what they would like to change for themselves for the future.</p>
<p><b>Impact</b></p>	<p>The workshop will help participants to better understand their emotions, emotional triggers and reactions as well as acknowledge differences and understand the emotions and reactions of others. By working with their emotions they will be able to better communicate in their private and professional lives, which will strengthen their relationships.</p>
<p><b>What is the impact for career advisors/volunteers?</b></p>	<p>The facilitator will guide the process and learn how to better work with people from different backgrounds, with different values and life stories. He/she will learn how to adapt to the needs of the participants and deal with sensitive topics.</p>
<p><b>What is the impact for women with migrant/refugee background?</b></p>	<p>The expected impact on the women is a better understanding of their own emotions, better communication skills and learning to deal better with their emotions and others. The workshop will equip them with tools for dealing better with their emotional triggers and mental health.</p>

<b>Resources needed</b>	Laptop/PC or any other device, with which streaming of a YouTube video is possible, projector, learning diaries, hand-outs (lists of triggers, behaviour and a task for participants) or prepared flip-chart or a power point presentation, pens, video <a href="https://www.youtube.com/watch?v=QGQQ7pJQqHk">https://www.youtube.com/watch?v=QGQQ7pJQqHk</a> .
<b>Sustainability</b>	This activity can be done everywhere with little cost and with persons of all ages, gender and ethnicity. It can also be done online.
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=QGQQ7pJQqHk">https://www.youtube.com/watch?v=QGQQ7pJQqHk</a></li> <li>• <a href="https://www.utoledo.edu/studentaffairs/counseling/pdfs/anxietytoolbox/identifytriggersworksheet.pdf">https://www.utoledo.edu/studentaffairs/counseling/pdfs/anxietytoolbox/identifytriggersworksheet.pdf</a></li> <li>• <a href="https://www.workplacestrategiesformentalhealth.com/resources/Emotional-intelligence-FG">https://www.workplacestrategiesformentalhealth.com/resources/Emotional-intelligence-FG</a></li> <li>• <a href="https://atctools.org/toolkit_tool/mt5-the-art-of-state-shifting/">https://atctools.org/toolkit_tool/mt5-the-art-of-state-shifting/</a></li> <li>• <a href="https://mediatorsbeyondborders.org/wp-content/uploads/2020/01/managing-your-triggers-toolkit.pdf">https://mediatorsbeyondborders.org/wp-content/uploads/2020/01/managing-your-triggers-toolkit.pdf</a></li> </ul>

### Activity 3: Communication is the key!

<b>Name of activity</b>	Communication is the key!
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Non-violent communication (NVC)</li> </ul>
<b>Summary</b>	After this workshop, participants will be able to understand the difference between the communication styles (assertive communication / passive / aggressive / passive-aggressive), how we can avoid sounding dismissive, rude, judgmental, argumentative or insensitive by choosing the right words; which words can contribute to positive interactions, and which can cause negative reactions. Participants will learn to express their own anger and emotions in a way that does no harm others and will be encouraged to improve their listening and speaking skills.
<b>Duration</b>	3 – 4 hours
<b>Objectives – What is the aim of the activity?</b>	To learn about communication styles and why the language is such a powerful tool. To learn what it is and how to use non-verbal communication.
<b>Methological approach/ Step-by-step implementation</b>	<p>1) Start the workshop by asking participants to think about two of their colleagues, family members or friends, who communicate in a completely different way, when it comes to difficult situations. Ask them to describe their communication styles. If their description fits the 4 different communication styles (assertive communication / passive / aggressive / passive-aggressive) you can use it as examples when explaining the 4 styles to them.</p> <p>2) When explaining the differences between these styles, ask them to think about their own communication styles and which one they use most often. Explain that in different situations, we use all four styles. Ask them to think again and write down a situation they have used each of the styles. They should reflect on their own feeling during the situation. This will not only help them understand what triggered the way they choose to communicate, but also that different emotions are hiding behind someone’s else’s communication style.</p> <p>3) Split participants into 4 groups, in each group participants should write 2 sentences, which they would use if they would want to express that they feel either: angry / confused / grateful or hurt (each group has one feeling). After presenting their sentences ask them if they can list words, expressing different levels of those feelings. Introduce them to using google synonyms and online dictionaries to define these words and explain them that understanding a range of words expressing different levels of a certain feeling can be useful in separating serious problems from not-so-serious problems at work. Use <a href="https://www.workplacestrategiesformentalhealth.com/resources/build-your-emotional-vocabulary">https://www.workplacestrategiesformentalhealth.com/resources/build-your-emotional-vocabulary</a> for more examples.</p>



	<p>4) To introduce non-verbal communication to participants use a short humorous video such as  <a href="https://www.youtube.com/watch?v=tWYaPoA7EQ8">https://www.youtube.com/watch?v=tWYaPoA7EQ8</a></p> <p>You can use a further video to go deeper into the topic and explain participants the range of nonverbal signals to communicate feelings and intentions. Example  <a href="https://www.youtube.com/watch?v=SKhsav/vuao">https://www.youtube.com/watch?v=SKhsav/vuao</a></p> <p>5) Split participants into three groups giving each a task to discuss and reflect on different aspects of the body language: a) posture and eye contact; b) tone, volume and pace of voice; c) facial expression and gestures – including cultural differences they have experienced. Each group should receive a handout, flipchart paper and pens and prepare a presentation of their findings.</p> <p>6) At the end ask participants to write in their learning diaries their AHA Moment during this workshop and what they would like to make different as a result of what they have learned today. Ask if someone is willing to share their notes with the group.</p>
<b>Impact</b>	The workshop will help the participants understand the difference between the different types of communication and how to identify them. As well as how to differentiate between words they choose to describe emotions, and how to efficiently non-verbal communication in their private and professional life.
<b>What is the impact for career advisors/volunteers?</b>	Working with a group of women coming from migrant or refugee background will give the chance to the facilitator to practice empathy and the non-violent communication methods themselves. At the same time will help them discover better ways of communication, when the language barrier can be in the middle.
<b>What is the impact for women with migrant/refugee background?</b>	Women participating in this workshop will enhance their communication skills, learning how to use non-violent communication, as well as non-verbal communication. This will impact their everyday life both in private situations and professional settings. Learning how to properly communicate will open more opportunities for their professional lives as well.
<b>Resources needed</b>	Learning diaries, dictionaries (language of the host country) or mobile phones, laptop/pc and projector, pens, flipchart paper, Handout: Communication is more than the language we use
<b>Sustainability</b>	This activity can be done everywhere with little cost and with persons of all ages, gender and ethnicity. It can also be done online.
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.workplacestrategiesformentalhealth.com/resources/build-your-emotional-vocabulary">https://www.workplacestrategiesformentalhealth.com/resources/build-your-emotional-vocabulary</a></li> <li>• <a href="https://www.workplacestrategiesformentalhealth.com/resources/choose-your-words">https://www.workplacestrategiesformentalhealth.com/resources/choose-your-words</a></li> </ul>

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- <https://www.scienceofpeople.com/body-language-examples/>
- [https://www.mindtools.com/pages/article/Body\\_Language.htm](https://www.mindtools.com/pages/article/Body_Language.htm)
- <https://www.youtube.com/watch?v=tWYaPoA7EQ8>
- <https://www.youtube.com/watch?v=SKhsavlvuao>

## Testimonials: Izabela

Izabela (40), social worker, originally from Poland, now living in Germany

I came to Kiel, Germany in 1999 and worked as an au pair in a German family for the first year. After that I started to learn German at the university and applied for a course of study. First I wanted to go back to Poland to study, but I didn't have enough money. Studying in Germany gave me permit to stay and to work. With the help and support from great people I finished my studies. The next challenges were my own insecurities, low self-esteem, still the new language and (at that time) only a few jobs on the market. I went to the agency for employment, looking for work.

Thanks to a very helpful and sweet referee I got a job in an authority. “Wow!”, I thought – great perspective, well paid, but... only German colleagues. I haven't experienced racism before. After six months I got a termination agreement which I signed.

Today I think I didn't had the work experience back then and it was too early for me to start a job like this. But it shaped me. I still prefer to work in a multi-cultural team, where I feel safer and more like myself, with my “rolling R”, sometimes forgetting German articles and so on. It's not always easy to find the right thing, but looking for it is worth it. I recommend you to watch “Das Pinguin Prinzip” (the penguin principle) by Eckhard von Hirschhausen. We are strong, especially us women, but we need to be able to remain ourselves. And therefore we need a fitting environment.





## Testimonials: Rema & María



Rema (29), volunteer in an Opinion & Action Services LTD - Consulting Company, originally from Palestine, now living in Cyprus

“As an asylum seeker have limited jobs, finding a job is the biggest challenge for me, I overcome them through setting my goals, the most important of my goals is learning the Greek language and developing my skills. I enrolled at the University of Cyprus and learned Greek. I am at advanced level B2. Through the EU-funded projects, I developed my digital skills. I participated in many workshops and seminars. I am a volunteer in a consulting company for two years. Through these two years, I created a wide network with the TCNs, organized events, doing reports, and social media specialist. I advise all the asylum seekers and refugees to be active and don't get depressed, try their best, keep going, and develop their skills. And for sure you will achieve your ambitions.”

María Isabel (45), caregiver, originally from Perú, now living in Italy

Difficulty in learning the Italian language was my main difficulty. I overcame them by watching TV, listening to music and afterwards by doing basic Italian courses.





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## Chapter 2

POSITIVE CONFIRMATION / AFFIRMATION TO  
SUPPORT EMPOWERMENT PROCESS (FEEDBACK,  
EMPOWERMENT, RELATIONSHIP, TRUST)  
WITH THE HELP OF NONVIOLENT  
COMMUNICATION



## 2. Positive confirmation / affirmation to support empowerment process (feedback, empowerment, relationship, trust) with the help of Nonviolent Communication

### Introduction

This chapter contains activities that can foster the personal development of women with migrant or refugee background and lead to their empowerment. The main idea of these activities is to make the women feel safe and comfortable, and to develop their sense of belonging to a group. In addition, the activities aim to support the establishment of a trust relationship between the women and the social workers / volunteers who work with them.

The activities are based on the concepts of Resilience, Non-violent Communication, and Emotional Intelligence. Throughout the activities, women and social workers / volunteers will have the opportunity to learn more about each other and the participants will socialize and build new friendships.

Positive confirmations are a crucial aspect for every person experiencing a life challenge. According to Sherman and Cohen (2006)<sup>4</sup>, positive affirmations “[...] include reflecting on important aspects of one’s life irrelevant to the threat or engaging in an activity that makes salient important values unconnected to the threatening event”. The positive affirmations can serve as an empowerment medium for the target group women. They can help them invest in themselves, support them to (re)gain their self-confidence and focus on their personal growth. Through this process, women can also have the opportunity to gain new skills and/or to cultivate their talents. This way, they will be more resilient to face the daily labour market challenges and endure their perseverance.

Non-violent Communication or “compassionate communication”, as Roy (2020) defines it, can support the women’s empowerment process by generating empathy. Roy (2019) links Nonviolent Communication with “[...] deep listening, respect [...] empathy and [...] a mutual desire to give from the heart”. When counselling women with migrant or refugee background this approach can enhance the emotion of trust between them and the social workers/volunteers who support them. Roy (*ibid.*) states that Nonviolent Communication can also be used in intercultural dialogue<sup>5</sup>.

The proposed activities aim to build a trust relationship between participants and facilitators, to promote the culture of positive affirmation, and to support the women’s personal development. All activities can be easily implemented and involve women of all backgrounds and ages. During the activities, the active participation of the social workers / volunteers is very important, as the women might hesitate to participate actively from the beginning. The duration and sustainability of the activities varies. All three activities can be continued further and involve more people.

Women with migrant or refugee background need support to (re)gain their strength. By welcoming them warmly, showing them that they genuinely care about their wellbeing, and by making them feel safe, the social workers can build a trusting relationship with the women. On the other hand, when they feel safe, the women can focus better on their personal development and integration to the labour market. Through the counselling sessions and activities, women change their attitude in a positive way and explore a more empowered version of themselves, leading them to success.

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<sup>4</sup> Sherman D.K., Cohen G.L. (2006). The psychology of self-defense: self-affirmation theory. *Advances in Experimental Social Psychology*, 38, 183-242. [https://doi.org/10.1016/S0065-2601\(06\)38004-5](https://doi.org/10.1016/S0065-2601(06)38004-5)

<sup>5</sup> Roy (2019) summarizes in 6 suggestions: patience; respect of other cultures and customs; over-reaction avoidance; empathic feedback; authenticity, openness, and inclusivity; people and situations’ assessment.

## Activity 1: Group-based Feedback "The positive chair"

<b>Name of activity</b>	Group-based Feedback "The positive chair"
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	Emotional Intelligence
<b>Summary</b>	This activity is about giving and receiving positive feedback only, and both the women involved and the social workers and counsellors can receive feedback. This type of feedback can be used after a training or group session that the participants have gone through together. The special feature of the exercise is the possibility for the participating women to choose what kind of feedback they want to receive or if they want to give feedback to the group.
<b>Duration</b>	1 -1,5 hours for a group size of 10 people
<b>Objectives – What is the aim of the activity?</b>	<ul style="list-style-type: none"> <li>• Establish a culture of positive affirmation</li> <li>• To learn to give and accept positive feedback</li> <li>• Compare self-perception with the perception of others and, if necessary, strengthen self-confidence.</li> </ul>
<b>Methological approach/ Step-by-step implementation</b>	<p>1) In the first step, the group forms a circle of chairs with an empty chair in the middle of the circle.</p> <p>2) Each of the participating women may sit once on the chair in the middle, the order is not decisive. The social workers and counsellors may also sit in the middle of the circle.</p> <p>3) The person sitting in the chair circle has the possibility to choose from 3 types of feedback:</p> <ul style="list-style-type: none"> <li>• The first choice is that she herself can give feedback to the group. How she enjoyed the day and how she felt the group worked together or how she feels at that moment she wants to share this with the group.</li> <li>• The second choice is that the person on the chair chooses 3 people from the circle to give her a short personal and exclusively positive feedback back, in a few short sentences.</li> <li>• The third and last choice is that all the people from the circle of chairs can say one word to the person in the middle, describing how they were perceived or what they would like them to do</li> </ul> <p>4) The group feedback ends with all participating women sitting once on the chair in the middle.</p> <p><i>Attention!</i> This type of feedback focuses on the empowerment process, so critical or negative input is not suitable for this group-based process and should be given individually.</p>

<b>Impact</b>	The effect of this exercise is to directly strengthen the empowerment process of the women. They should experience a wave of positive encouragement that strengthens them in their identity and positive self-perception. Depending on the intensity of the feedback, it is also possible that this exercise makes the participating women aware of their strengths and strengthens them in their career.
<b>What is the impact for career advisors/ volunteers?</b>	Through this exercise, the social workers and counsellors will be able to build a trusting relationship with the participating women and establish a culture of positive feedback. In this way, they will strengthen the group dynamics among the women as well as with them as a contact and confidant.
<b>What is the impact for women with migrant/refugee background?</b>	Awareness of the positive aspects of themselves has a positive long-term impact on their integration into the labor market, where they need to be aware of their strengths and value in order to compete. In addition, the positive affirmation and healthy self-image and self-esteem of women promotes.
<b>Resources needed</b>	The exercise should be done in a room where there is enough space for a circle of chairs. So chairs and a room are needed.
<b>Sustainability</b>	The exercise can be done after every longer group session or workshop, the better the group knows each other, the more precise the feedback can be, which creates and enables a sustainable empowerment process.
<b>Further readings/references</b>	



## Activity 2: Bloom again – Group Horticultural Activity

<b>Name of activity</b>	Bloom again - Group Horticultural Activity
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Emotional Intelligence</li> <li>• Non-violent communication</li> </ul>
<b>Summary</b>	Bloom again is a workshop where migrant and refugee women can practice gardening and grow their own plants. The contact with the natural environment can help them relax, develop their skills, and socialize. Furthermore Planting and watching something they have grown themselves should strengthen the women's self-confidence and positively influence their empowerment process.
<b>Duration</b>	3 x 2 hour sessions per week
<b>Objectives – What is the aim of the activity?</b>	The main goal of this activity is to help women with migrant / refugee background overcome trauma through group gardening activities. Women will learn and experience the process of growing plants, they will bond with each other, and take some time off their everyday challenges. They will also develop a routine and learn to take responsibility for what is grown.
<b>Methological approach/ Step-by-step implementation</b>	<ol style="list-style-type: none"> <li>1) Introductory session: the members of the group introduce themselves to each other</li> <li>2) Women decide together what they want to grow, the selection may be between ornamental plants and purely useful plants. This decision may depend on the amount of land available. If there is no garden available, it is also possible to plant together on a balcony or to plant individual pots that are placed in a communal area.</li> <li>3) After the selection of the plants, information should be given about the plants, care and cultivation. The information can be given by the participating women or by the person giving the instruction.</li> <li>4) Women start their gardening activities, grow and take care of their own plants and flowers while socializing with each other in a healthy environment.</li> <li>5) Clear agreements should be made about who takes over which tasks in the garden or with the planting. For example, is it necessary to water the plants outside the sessions or at the weekend? Who is responsible for the harvest?</li> <li>6) Depending on the type of plant, dishes can also be prepared together from the grown plants. If the activity only consists of ornamental plants, it can be considered whether they should be dried and processed further, e.g. in an art workshop.</li> </ol>

<b>Impact</b>	According to research, horticultural activities can help people with post-traumatic stress disorders to feel safe again. The contact with nature has beneficial effects on their mood and can help them adjust and cope with stress. While practicing their gardening, the group members can socialize, create bonds, and empower each other.
<b>What is the impact for career advisors/volunteers?</b>	The social workers/volunteers can build a trust relationship with the women and get to know them better by discussing about their background and experiences. The social workers/volunteers can also encourage and empower the women in their skills and competences in the context of gardening.
<b>What is the impact for women with migrant/refugee background?</b>	By this activity, the women can feel safe in a healthy natural environment. They can also have the opportunity to meet with other women and socialize. The participating women are encouraged in their own actions and see an immediate success that positively reinforces them in their empowerment process.
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Location suitable for creating a small garden (e.g. terrace, backyard, rooftop)</li> <li>• Plant seeds</li> <li>• soil</li> <li>• flower pots</li> <li>• gloves</li> <li>• garden tools</li> <li>• watering cans</li> </ul>
<b>Sustainability</b>	"Bloom again" can be a recurring activity and performed in various locations. It does not recommend any special skills and women of all ages and backgrounds can be involved. The activity has no end and can be continued indefinitely, it is also easy to include and integrate new women into this activity on an ongoing basis.
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.jstor.org/stable/44024974">https://www.jstor.org/stable/44024974</a></li> <li>• <a href="https://edition.cnn.com/2018/08/03/health/sw-horticultural-therapy/index.html">https://edition.cnn.com/2018/08/03/health/sw-horticultural-therapy/index.html</a></li> <li>• <a href="https://www.theguardian.com/healthcare-network/2017/jun/28/nhs-therapeutic-gardening-help-refugees-trauma">https://www.theguardian.com/healthcare-network/2017/jun/28/nhs-therapeutic-gardening-help-refugees-trauma</a></li> <li>• <a href="https://www.researchgate.net/publication/314088160_Land_is_someone's_honour_A_study_on_potential_health_benefits_of_gardening_for_refugees_and_asylum-seekers_Private_image">https://www.researchgate.net/publication/314088160_Land_is_someone's_honour_A_study_on_potential_health_benefits_of_gardening_for_refugees_and_asylum-seekers_Private_image</a></li> </ul>



### Activity 3: Tell me a story Workshop

<b>Name of activity</b>	Tell me a story Workshop
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Emotional Intelligence</li> <li>• Non-violent communication</li> </ul>
<b>Summary</b>	Stories can have a powerful impact on people. Listening to a personal story can motivate, bring closer, and heal people. Storytelling is a technique also used in narrative psychology.
<b>Duration</b>	1 hour 30 minutes session
<b>Objectives</b> – What is the aim of the activity?	<ul style="list-style-type: none"> <li>• Trust building</li> <li>• Comfort</li> <li>• Stress relief</li> <li>• Bonding</li> </ul>
<b>Methological approach/ Step-by-step implementation</b>	<p>Step 1: The group of women sit comfortably, ideally, in a circle on the floor along with the social worker / workshop facilitator.</p> <p>Step 2: The facilitator introduces themselves and asks the participants to do the same.</p> <p>Step 3: The facilitator starts the activity using the “More than a Story” cards. They explain the concept of the game (getting to know each other by answering questions) and answers the first question.</p> <p>Step 4: The group can ask further question on the story.</p> <p>Step 5: The facilitator passes the cards to the person next to them and the game goes on until all participants have answered one question.</p>
<b>Impact</b>	The game cards contain questions such as “Tell a story about a talent you have”, or “Talk about something you have created or want to create”, and also more personal questions such as “Talk about someone you miss”. Little by little, they can feel safer and more confident to share their stories with the group.
<b>What is the impact for career advisors/ volunteers?</b>	The workshop facilitator can build a trust relationship with the women and get to know them better by listening to their stories.

<p><b>What is the impact for women with migrant/refugee background?</b></p>	<p>By sharing stories, women can empower each other. They can feel more comfortable, relate to one another, they can develop empathy, and the emotion of belonging to a group.</p>
<p><b>Resources needed</b></p>	<p>“More than a story” card game, also available online (<a href="https://www.morethanonestory.org/en/">https://www.morethanonestory.org/en/</a>).</p>
<p><b>Sustainability</b></p>	<p>The session can be repeated as the cards are chosen randomly. After a couple of sessions the group members will get to know each other and form strong bonds.</p>
<p><b>Further readings/references</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.morethanonestory.org/en/">https://www.morethanonestory.org/en/</a></li> <li>• <a href="https://www.nasmhpd.org/sites/default/files/PeerEngagementGuide_Color_CHAPTER11.pdf">https://www.nasmhpd.org/sites/default/files/PeerEngagementGuide_Color_CHAPTER11.pdf</a></li> <li>• <a href="https://journals.sagepub.com/doi/full/10.1177/0095798420929468">https://journals.sagepub.com/doi/full/10.1177/0095798420929468</a></li> </ul>

## Testimonials: Michelle & Yahneake



Michelle (44), consultant, originally from USA, now living in Sweden

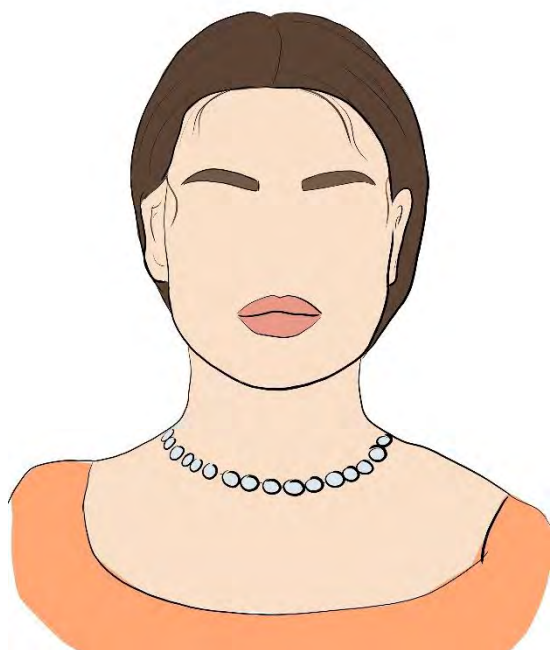
“I opened my own consultant company because I was unable to find a job in Sweden. I could not get an interview because in Sweden they are very focused on using software to funnel through the CV's so if your education is from a different country or if you have a specialty university degree on your CV you will not come up for review. In Sweden they tend to want an engineering degree for a lot of jobs that has nothing to do with engineering. Over looking 20 years of experience.”

Yahneake (39), Communications Professional, originally from Jamaica, now living in Sweden

“Integrating into the Swedish labour market has not been easy because of my area of expertise. I have a background in Journalism (television and print) and Public Relations. However, I was often told that native Swedish is required to work in my field. Even jobs that required native English was out of my reach as employers often asked for Swedish proficiency. In the end, I sought employment outside of my profession and have had a bit of success there.”



## Testimonials: Snježana



Snježana (33), project coordinator and social worker, originally from Bosnia and Hercegovina, now living in Slovenia

“Just moving to another country requires certain efforts such as adaptations, learning a new language, coping, and adapting to the system. At that point, we notice what the differences are not only on the labor market level, but on the traditional and cultural level, also. Since I spent half of my life in Bosnia, which of course differs from Slovenia in many ways, it took me a while to get used to all the changes. Here it was quite clear to me that society is much more open and works very hard on equality, tolerance, and education. I believe that my home country would also go in that direction only if it had more.”



MOBILIZING EXPERTISE

## Chapter 3

COMMUNICATION IN TERMS  
OF HOW TO DEAL WITH  
PERSONS WITH MENTAL  
HEALTH ISSUES AND  
HOW TO MANAGE  
STRESS WITH THE  
HELP OF THE  
THEORY RESILIENCE



### 3. Communication in terms of how to deal with persons with mental health issues and how to manage stress with the help of the theory resilience

#### Introduction

Migration has been a part of human history for many years. Migrants migrate due to a number of factors such as to escape poverty, conflict, devastation or just want to improve their livelihood and gain better opportunities. There are approximately 30 million refugees and asylum seekers in Europe and approximately half of them are women and girls. Many women are seen as the main care takers for children and for the elderly family members. It is difficult to generalize refugee and migrant health but here are many factors that impacts health outcomes, and these factors can also interact with both biological and social factors to cause even more health issues. Many of these women face some of the same hardships as male refugees such as lack of information, uncertainty about immigration status, potential hostility, discrimination, detention and change in policies that can add additional stress. However, migrant women face specific challenges or are more likely to experience protection risks when migrating. These risks include family separation, psychosocial stress, trauma, rape, abuse, gender base violence, exploitation, and health complications especially for pregnant women. Due to the increase dependency, traditional socio-culture, economic role and the lack of education and experience of refugee women in their home countries leads to a lack of motivation, confidence, self-esteem, and employment opportunities putting them at a greater disadvantage than that of their male counterpart (UNICEF , 2019), (Elliot, 2016), ( King-Dejardin, 2019).

Resilience is said to be the ability to bounce back or recover quickly from difficulties, difficult situations shocks or disruptive experiences. This is why the Resilience theory is one of the best methods in dealing with persons with mental health issues, high stress situations or adversities. Resilience theory is a concept that states that it is not the adversity that matters but rather how we deal with the adversity that is important. Resilience helps us to bounce back, survive, recover, and thrive in the wake of misfortune. Resilience theory has become increasingly more important in social work over the recent decades. The main driver of resilience theory in social work is the idea of identifying resilience- building factors that can help persons who are are at-risk by:

- Improving their health by promoting their competence.
- Helping them overcome adversity and navigate life stressors.
- Boosting their ability to grow and survive.
- Identifying protective factors and using them.
- Using practical applications to promote the capacity and strengthen of individuals, societies, and communities.
- Understanding how social work policy and services promote or hinder well- being, social and economic justice.

Based on the focus groups of professionals that deal with the target vulnerable group migrant/refugee women with stress or mental health issues. The Focus groups consisted of 7 persons in total. Four of the persons were leaders involved with the target group and two social workers and one Psychiatric Nurse that also deals with these vulnerable groups of persons on a regular basis. One of the social workers is currently studding to be psychologist. All the professionals were interviewed and involved in a discussion that took place digitally.

First stress is a reaction that occurs when there is a change that results in a physical, emotional, or intellectual response. The first step is to isolate these stressors/ triggers and help them to share so that they can help their self and learn how to manage and reduce their stresses using activities, techniques or simply sharing their feelings. Another important aspect to consider is to build a better



environment that can reduce these stressors. The environment is a very important aspect in eliminating or reducing stress. If there is a noisy environment and mothers are away from young baby and are constantly worried about their babies, then they cannot relax and benefit from any of the activities. The same holds true if it is a mother and the child is part of the mother’s stress having the baby constantly crying will not help the mother to be less stressed but having someone close by but looking after the baby can help a mother to relax and not worry so much.

Another important step is to help them break their barriers and show them you are someone that can help them and someone that can be trusted. Some activities such as dancing, cooking, drama, and art can help persons both help them to relax and and concentrate on something other than what is causing them stress or trauma. It can also allow persons to communicate without actually saying something. For example, River of life helps them to be creative but still allows them to tell their story and one can interpret what they have been through.

Trust and empathy are two of the most important factors when dealing with these vulnerable persons. Many times, these persons share with NGO’s volunteers more than they share with professionals as they feel more comfortable and feel that persons with more Authority will betray them with the authorities.

Trauma is the response of a deeply distressing event where an individual no longer feels safe and is unable to cope. This is harder to solve, and individual should seek professional help. For some just being alive is sometimes a trauma and an issue of survival guilt. The particular trauma should be considered. Persons who are dealing with stress, trauma or mental issues should always be able to feel comfortable and safe in the environment and should always seek professional help. If a person is dealing from domestic violence, then having them in the same room with their abuser will never get them to open up or feel comfortable.

The best option for dealing with Trauma is psychotherapy. No matter if it is group or individual any therapy is better than none. Stress and trauma are a crucial topic and there are a number of stresses and traumatic issues. One such issue that has been on arise recently is Violent harassment/ abuse whether it be mental, sexual, or physical it will affect the health of a person. No matter what the problem is as a professional the first step after making them comfortable and safe is to clarify their background and what mental health issues are affecting them. Background is referred to their status, their religious beliefs, their diet, their role their language and history. Workshops and activities can help but they must know what is or has caused the stress and /or trauma so they can confront and heal. Another great activity for some who are suffering from stress is to do an activity that provides them with a skill and makes them feel useful. Activities such as cooking lessons, dance or learning to play an instrument are the kind of activities that gives persons not only a way to relax and share but also helps build a skill that they can then use and feel as they have something that can help them find a job.

This is often the root of many suffering from stress. An activity such as cooking that provides them with a skill that they can use to find a job is often a great activity. An activity should be tailored to every individual. There is no one activity for everyone person. If a person loves music, then having a music activity can help etc. If the person doesn’t enjoy the activity, then it can’t help it can make a situation worse and cause more stress for an individual.



## Activity 1: Cooking together

<b>Name of activity</b>	Cooking together
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Emotional Intelligence</li> </ul>
<b>Summary</b>	This activity helps women to learn or practice cooking skills and contemporarily to do something that is pleasant or relaxing for them. Preparing food together is also a method that is helpful, especially in groups, to build relationships and trust with each other and to have personal conversations while cooking.
<b>Duration</b>	2 hour session
<b>Objectives – What is the aim of the activity?</b>	The aim of this activity is to build a relationship with the participating women and at the same time give them the opportunity to relieve stress and give an insight into their culture and personality. While cooking together, an informal network among the women can be funded and developed further.
<b>Methological approach/ Step-by-step implementation</b>	<ol style="list-style-type: none"> <li>1) The first step is to find a suitable environment where the group can feel comfortable.</li> <li>2) The next step is to get to know each other and help them to present themselves.</li> <li>3) Choose a dish to cook. Advice: choose a dish that has a special meaning to the participating women.</li> <li>4) Put together different stations for preparation, give topics for the small groups to talk about to build confidence.</li> <li>5) Start cooking.</li> <li>6) Before the meal, there can be an opportunity to share the story behind the food, promoting appreciation and recognition.</li> </ol> <p>Advice: Participating women should be able to bring children if childcare is not available, in order to minimise the barrier to participation.</p>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Confidence building</li> <li>• Building a network</li> <li>• Building a group feeling</li> <li>• Creation of a "safe space"</li> <li>• Recognition and appreciation</li> <li>• Strengthening emotional intelligence and resilience</li> </ul>

<b>What is the impact for career advisors/ volunteers?</b>	Cooking together promotes communication and self-awareness. The activity promotes confidence building and also working in a group or team.
<b>What is the impact for women with migrant/refugee background?</b>	They are able to feel more comfortable in groups with new people and can later transfer this skill to the workplace. Working with other people also enhances the women's communication skills as well as their self-confidence.
<b>Resources needed</b>	A suitable kitchen with sufficient space, kitchen utensils, the necessary ingredients.
<b>Sustainability</b>	Cooking together can take place at a regular rhythm and be a place to come together. For many women who have problems integrating into the labour market, it is important to create fixed routines and repetitive processes, as well as recurring group constellations. This activity can be carried out and established in a sustainable way.
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.eater.com/2014/12/9/7360325/cooking-courses-therapy-depression-anxiety">https://www.eater.com/2014/12/9/7360325/cooking-courses-therapy-depression-anxiety</a></li> <li>• <a href="https://draxe.com/health/cooking-therapy/">https://draxe.com/health/cooking-therapy/</a></li> <li>• <a href="https://www.psychologytoday.com/us/blog/minding-the-body/201505/kitchen-therapy-cooking-mental-well-being">https://www.psychologytoday.com/us/blog/minding-the-body/201505/kitchen-therapy-cooking-mental-well-being</a></li> </ul>

## Activity 2: Music Therapy (percussion workshop)

<b>Name of activity</b>	Music Therapy (percussion workshop with external musicians or workshop leaders)
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Emotional Intelligence</li> <li>• Non-violent communication</li> </ul>
<b>Summary</b>	<p>Music is universal and involves everyone. The choice of percussion instruments makes it possible for people with no previous musical experience to take part in the workshop. In the workshop itself, work can be done under guidance, depending on the size of the group.</p> <p>These activities promote the following aspects:</p> <ul style="list-style-type: none"> <li>• Increases performance</li> <li>• Dances/moves to a rhythm</li> <li>• Overcomes language barriers</li> <li>• Improves listening and motor skills</li> <li>• Helps participants relax and enjoy themselves.</li> </ul>
<b>Duration</b>	The duration of the workshop can be individually adjusted from 15 minutes to 1 hour, depending on availability and need.
<b>Objectives</b> – What is the aim of the activity?	The aim is for the women participants and workshop leaders to get in touch with each other, to relax and to relieve stress through making music. In addition, there is an improvement in listening and movement skills as well as the possibility to express themselves non-verbally.
<b>Methological approach/ Step-by-step implementation</b>	<p>1) The first step is for them to relax and feel comfortable so they can open a discussion.</p> <p>2) The next step is to find out more about the participating women e.g. what their background is, e.g. if they have a family and children, what language they speak, what their religious background is, where they come from, what their preferences are and what their stress factors are. It is essential that the information given is voluntary.</p> <p>This helps them to fit in better into the activity so that it does not cause further stress. So if the participant is not a fan of music, this activity will do the opposite of stress reduction and cause anxiety. Another activity might be better. They need to be confident that their environment is safe.</p> <p>3) The next step is to use music that all participants can connect with. They can start by just listening and then add in movement and then maybe instruments, singing or dance depending on their comfort and preference.</p> <p>4) After the activity the participating women can stay and continue to do music on their own or in the group.</p>

<b>Impact</b>	In order for the activity to have an impact on the participating women, it is important to ensure that they feel comfortable and safe in the environment. Making music can then be a very good way to relieve stress and open up new ways of expressing oneself, especially for participating women with mental impairments.
<b>What is the impact for career advisors/ volunteers?</b>	They are able to connect across language barriers with participating women and communicate and connect with each other in a non-verbal way. In difficult communication situations, this can be a tool to reconnect by taking a little break and making music or listening to music together.
<b>What is the impact for women with migrant/refugee background?</b>	This can be enjoyable, and help them to relax and open up. There is the possibility to also move / dance which allows the brain to release chemicals that allow the body to relax and release stress.
<b>Resources needed</b>	Participants who have an affinity and access to music, music that has a positive connotation for the participating women, possibly an external workshop leader if there are no staff resources in their own team.
<b>Sustainability</b>	For people who can work with music to reduce stress, this is a good way to express themselves and let go of stress. The tool of music can then be an accompanying tool in other activities to prevent the increase of stress and to create a sense of security.
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• <a href="https://my.clevelandclinic.org/health/treatments/8817-music-therapy">https://my.clevelandclinic.org/health/treatments/8817-music-therapy</a></li> <li>• <a href="https://www.verywellmind.com/benefits-of-music-therapy-89829">https://www.verywellmind.com/benefits-of-music-therapy-89829</a></li> <li>• <a href="https://www.musictherapy.org/about/musictherapy">https://www.musictherapy.org/about/musictherapy</a></li> </ul>

### Activity 3: River of Life (Art Therapy)

<b>Name of activity</b>	River of life (percussion workshop with external musicians or workshop leaders)
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Non-violent communication</li> </ul>
<b>Summary</b>	The participating women reflect and share about their journey of life ("River of life") by using artistic forms of expression such as drawing and cutting out symbols, pictures or events that have influenced their lives and putting them together to form a picture in the shape of a river. It is a creative, visual autobiographical method for persons to open up and tell their story without words. While this activity is very helpful, it can also be very emotional even if participants share positive moments and memories, the facilitator should be prepared for this. At the end of the activity, all women can present their "River of life" and tell about their life journey if they wish.
<b>Duration</b>	1 – 6 hours workshops
<b>Objectives</b> – What is the aim of the activity?	The River of Life method is a reflection of personal experiences and thus a biographical work which uses drawing, storytelling, and sharing to help a group get to know each other better. It helps to reflect and share one's own path. The exercise supports the participating women to express themselves in an non-formal, artistic way and to work on their identity. It is an opportunity to work creatively together and build trust with each other. The exploration of one's own life story also promotes resilience in the participating women.
<b>Methological approach/ Step-by-step implementation</b>	<p>1) In the beginning, a relaxed and safe atmosphere should be created so that the participating women feel able to share about personal things. It can help if coffee, tea and biscuits are offered and the facilitator starts by telling and introducing her own 'River of Life'. Also, explain at the beginning of the activity the importance of confidentiality.</p> <p>2) Provide all necessary materials (paper in different colours, newspapers, magazines, glue, scissors, pens).</p> <p>3) Begin with a blank sheet of paper. Ask participants to think about their own life as a river and draw their river of life with its bends and turns, its smooth waters and rough spots, its strength/vitality, and its direction.</p> <p>Write in their approximate age, and/or dates, along the flow of the river.</p> <p>The picture of the river is meant to be used as a metaphor – maybe there are stones in the water that reflect situations or experiences in own's life that were difficult or waterfalls that represent fast movements experiences. Identify on the drawing the various key “marker events” in your life – the boulders in the river, places where</p>

	<p>the river changes course – that shape their story. “Marker events” could be related to their family, home countries, education, personal events (marriage, birth of child), but as well events as learning a new language or political events which have had an impact on their personal path. If they were able to divide their life journey into sections, where would the section divisions occur?</p> <p>Give names to each of the sections of their life river e.g. childhood, education, conflicts, personal achievements.</p> <p>4) Give the women enough time to reflect and support them, if necessary, in reflecting on important life events.</p> <p>5) Show them empathy and encouragement.</p> <p>6) Take enough time for them to share and do not judge the "River of Life" - each life story has its own traits. The presentation of the personal "River of Life" should be voluntary.</p> <p>In a later workshop, this exercise can also be applied specifically to education or career path.</p>
<p><b>Impact</b></p>	<p>The activity supports the participating women to share and express their feelings so that they are able to identify their own challenges and try to work on them. This activity also strengthens trust and confidence within a group and with the facilitators.</p>
<p><b>What is the impact for career advisors/ volunteers?</b></p>	<p>The facilitators are able to use a creative method to get the participating women to open up, the focus is on creating the River of Lives and not necessarily on them having to speak out loud about sensitive topics. This allows life stories to be reconstructed or interpreted in a non-verbal way. The background of the participating women is an important starting point for the social workers and counsellors for further cooperation.</p>
<p><b>What is the impact for women with migrant/refugee background?</b></p>	<p>The participating women can express themselves non-verbally, build trust and reflect on their life stories with a method that leaves language barriers behind. The women can then build on this exercise and think about markers they want to achieve in their private and professional lives in the future.</p>
<p><b>Resources needed</b></p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• magazines with pictures</li> <li>• scissors</li> <li>• crayons</li> <li>• glue</li> <li>• pencil</li> <li>• eraser</li> </ul>
<p><b>Sustainability</b></p>	<p>This activity can be done everywhere with very little cost and can be done with persons of all ages, gender and ethnicity. It breaks down language barriers and can be done in person or online.</p>



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**Further readings/references**

- <https://onbeing.org/wp-content/uploads/2019/05/on-being-river-of-life-exercise.pdf>
- [https://engageforequity.org/tool\\_kit/river-of-life/](https://engageforequity.org/tool_kit/river-of-life/)

## Testimonials: Agnieszka

Agnieszka (23), cleaner, originally from Poland, now living in Germany

“I got my first job because of my contacts. My German wasn't great and I didn't dare to look for a job myself. Until now I worked as a cleaner. It's interesting to see that my German colleagues showed a clearer understanding than my colleagues who are also migrants. At the moment I work in a senior residence. After a short initial training (from only one colleague) I had to “jump in at the deep end”. I'm still not familiar with all my duties. Of course I try my best, but I'm going to the limits of my capacities. Slowly I'm starting to lose my motivation and energy to work. I'd wish for more and better communication, understanding, teamwork. At the same time I'm afraid to talk about it and show my weakness. It's also difficult for me to put my thoughts into words.

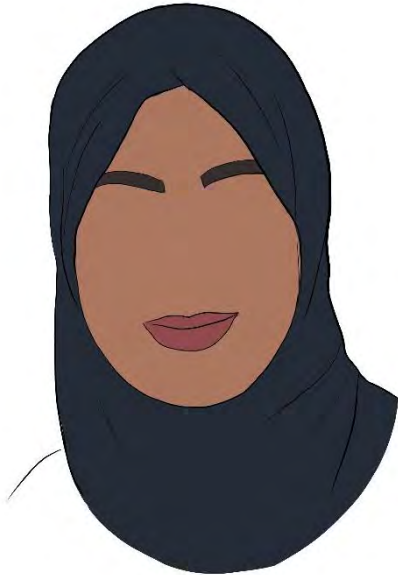
I'm facing prejudices like: “All you people from Poland are...”

Nurses make me feel like I'm less worthy because I'm “only” a cleaner.

I'm proud of myself for working without being reliant on social contribution. It's a big challenge and costs a person, a woman, quite an effort to work for people without speaking their language. But I fight and I won't give up! I wish for more acceptance and indulgence. We should all work on a common goal: to learn from each other. Let's all be part of our society!”



## Testimonials: Lebraiti & Glykeria



Lebraiti, cleaning at a gym, originally from Morocco, now living in Italy

“As long as the children were young I didn't look for a job. The biggest difficulty was that I didn't know Italian well, but thanks to a Moroccan friend of mine I found out that they were looking for someone to clean a gym. I presented myself and said that I needed to work and I was hired with a fixed-term contract. I know that I have to attend other courses to learn the language better.”

Glykeria (33), psychologist, originally from Greece, now living in Cyprus

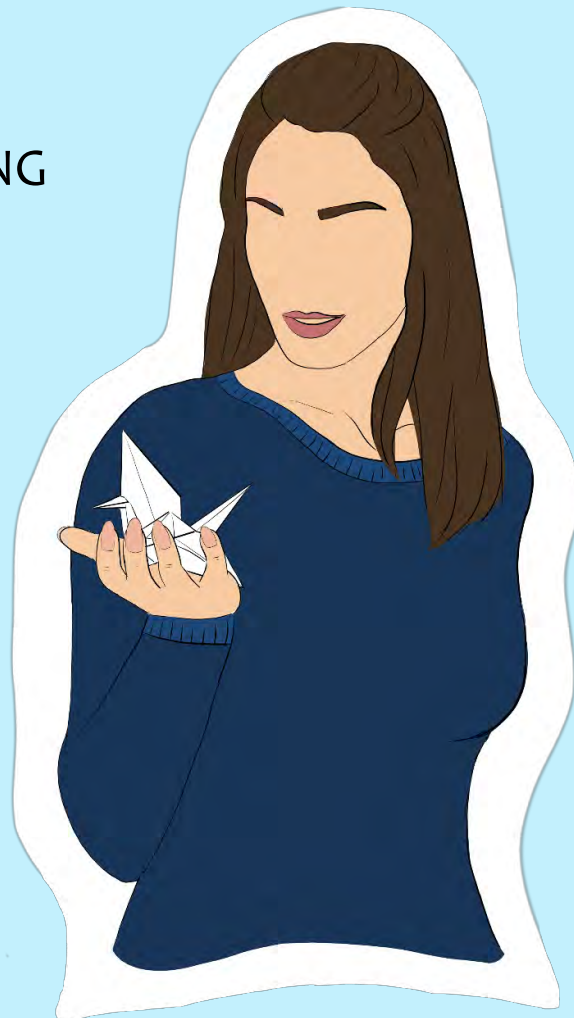
“The main challenge was the recognition of my previous studies and working experience, which took long and costed a lot. Another challenge was the fact that most employers did not notify me and did not provide any feedback regarding my job application. I tried to show interest and ask them myself, and I received some comments that helped me make my job-seeking more targeted and effective.”





## Chapter 4

### KNOWLEDGE AND INFORMATION REGARDING THE ROLE OF WOMEN IN THE DIFFERENT COUNTRIES



## 4. Knowledge and information regarding the role of women in the different countries

### Introduction

Even today, in the 21st century, the issue of gender equality is still present and thus needed to be tackled.

"Pyramid equality" - says, as the amount of participation and decision-making on important political decisions increases, the share of women decreases.

The reasons for such a division of roles between men and women can be traced perhaps in the biological differences between man and woman, perhaps in myths (Adam and Eve), but many sociologists assume that human behaviour is largely determined and directed by culture, learned recipes for behaviour are common to all members of society.

From this point of view, the roles divided by gender are a product of culture, not biology.

Socialisation plays the biggest role in shaping these roles. In many cultures, women are expected to be responsible for things that men are not. And, there are more pressures put on girls and women to look and behave in certain ways. For instance: it is generally expected that older siblings should take care of younger siblings. But many Asian, Indian, Hispanic and Latino cultures believe that girls (even if the youngest) should take care of the male members in the family. It's often acceptable for boys to bend the rules whereas girls are expected to follow the rules. This double standard depending on gender can restrict girls from expressing their ideas, developing their personal life, trying new things and fighting for what they want to become. Both globally and locally, there are extremely few women in leading positions. Since the mid-20th century an increasing number of women can be observed in the labor market. Moreover, women have entered into traditionally speaking “male-dominated roles”, e.g., leadership roles, including in politics. Since 1965, the proportion of women who have majored in business, medicine and law has risen significantly (Astin et al., 2002). The modern world has created a new role for women, which is gradually approaching that of the traditional social role of men (e.g., working, earning money). At the same time, men's work roles have remained relatively stable and men continue to participate full-time in the paid labor force (Fullerton, 1999; England, 2006). It has been said that most cultures and religious systems value men more than women. Some acknowledge they do not treat males and females equally. We are still too conscious of the issue to function in a completely gender-inclusive environment.

The conditions for performing the activities are different and depend on the place where they originate from. The topic is very important, because with the help of activities we can show a way of communication that is acceptable, a way in which they can express wishes, needs and goals. Thanks to proper communication and emotional intelligence they can achieve very good results at school, at work and in private life. It can also help them to connect with their feelings, turn intention into action, and make informed decisions about what matters most to them. Moreover, it helps individuals, families and organisations reduce the conflict, foster trust, deepen emotional connections, heal pain and strengthen personal empowerment.

There are some reasons why this topic can teach them and why is important for women with immigrant background:

- clarity about their own values;
- a growing respect for other people's values and experiences;
- being more efficient in achieving goals;

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- learning how to deal with emotions and creating safety in communication;
- the ability to prevent or solve communication problems;
- synergy in collaboration, creativity, development and personal growth;
- interconnectedness by developing empathic skills

Example:

“How workers can show proper nonviolent communication and the presence of empathy”

“When I see (hear) \_\_ \_\_ \_\_ \_\_ (*describe action*),

I feel \_\_ \_\_ \_\_ \_\_ (*share feeling*)

Because I need/value \_\_ \_\_ \_\_ \_\_ (*state need*).

Would **you** be willing to \_\_ \_\_ \_\_ \_\_ (*make request*)?”





## Activity 1: Accepting your emotions

<b>Name of activity</b>	Accepting your emotions
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	
<b>Summary</b>	<p>This activity will help the participation women to work on one of the most fundamental skills related to emotional intelligence - understanding and accepting their own emotions and manage how to deal with challenging situation (critical incidents) especially as a women.</p> <p>This will guide the participating women paths how to react to future challenges especially in a professional environment.</p> <p>It also offers the opportunity to discuss challenges as a woman in the society of origin and the new society and to identify possible solutions.</p>
<b>Duration</b>	1 hour
<b>Objectives – What is the aim of the activity?</b>	The main goal of this activity is to develop empathy, to practice and learn active-listening and face to challenges in personal and professional contexts.
<b>Methological approach/ Step-by-step implementation</b>	<p>The trainers/volunteers will have to do this activity in a group of women or work in pairs of women.</p> <ol style="list-style-type: none"> <li>1) Divide the group into pairs and have them sit far enough away from the other pairs to get a sense of privacy.</li> <li>2) Let each pair decide who will go first.</li> <li>3) Tell the group members that they will each have a chance to share an experience where they felt like a they experienced a difficult/challenging situation as a women. Once one partner has explained the experience, they should explain how they felt as a result of their experience in as much detail as possible, thinking about their specific feelings at the moment and how it impacted them afterward.</li> <li>4) Allow 15 minutes or so for the first partner to share and for the pair to discuss, have them switch roles.</li> <li>5) If you are running this activity in a group, bring everyone back together and have a group discussion using questions like these: <ul style="list-style-type: none"> <li>• What did you think first when you were told to share a difficult experience with another person?</li> <li>• How did you manage to share it? How did you feel when you shared it with someone else?</li> <li>• How did you feel after acknowledging and accepting your emotions?</li> <li>• Does this exercise help with accepting how certain experiences make us feel and that it is okay to feel a certain way after negative experiences?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Did you feel more at peace after accepting your emotions generated by your experience?</li> <li>• Would you consider using this exercise to evaluate and acknowledge your emotions after negative experiences?</li> </ul> <p><b>Advice:</b> You can do different sessions of this activity and focus on different issues (work challenges, personal difficulties, problems with integration or in the new culture, language misunderstandings), but this should be done in different sessions as there needs to be enough time to absorb and discuss emotional experiences.</p>
<b>Impact</b>	A high level of empathy helps individuals to communicate better, reduce their anxiety and stress, defuse conflicts, improve relationships, empathise with others, and effectively overcome life's challenges especially focused on challenges which will arise will integrating into the job market.
<b>What is the impact for career advisors/volunteers?</b>	Help create team cohesiveness and foster collaboration, ability to connect with individuals, open to feedback and the perspectives of others. Learn more about the role of women in different culture and therefor gain a better understanding of different challanges of migrant or refugee women who moved to a new society.
<b>What is the impact for women with migrant/refugee background?</b>	Self-awareness, Self-management, Social management Reflect on the role of women in different cultures This activity can improve decisionmaking processes and enhance people's ability to deal with stressful times.
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• <a href="https://journals.sagepub.com/doi/abs/10.2190/DUGG-P24E-52WK-6CDG">https://journals.sagepub.com/doi/abs/10.2190/DUGG-P24E-52WK-6CDG</a></li> <li>• <a href="http://www.positivepsychology.com">www.positivepsychology.com</a></li> </ul>
<b>Sustainability</b>	In the long term, the group of participating women can learn an empathic, non-violent and reflective way of communicating and transfer it to their different areas of life.
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• Dare to Lead by Brené Brown</li> <li>• How Emotions Are Made: The Secret Life of the Brain by Lisa Feldman Barrett</li> <li>• Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive, by Marc Brackett</li> </ul>

## Activity 2: One step at a time

<b>Name of activity</b>	One step at a time
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> </ul>
<b>Summary</b>	<p>This activity is about the women rethinking the role of women together with the facilitator and taking on different roles.</p> <p>The change of perspective can help to rethink one's own role as a woman and to clarify what one wants to achieve, especially at the professional level. The activity also shows that women's different backgrounds in terms of their role in the family, in education or in society have a strong influence on their personal development.</p> <p>This highlights inequalities and possibly also discriminating experiences that can be shared and worked through afterwards.</p>
<b>Duration</b>	1 hour
<b>Objectives – What is the aim of the activity?</b>	<p>The aim of the activity is to reflect and perceive one's own role as a woman. Through the randomly assigned roles, the women can take on a different perspective and share empathy with the other women.</p> <p>Aspects that can be discussed after the activity are the following:</p> <ol style="list-style-type: none"> <li>1) Unequal opportunities due to gender, background, access to education.</li> <li>2) Financial inequality</li> <li>3) Discrimination</li> <li>4) Personal exchange is also possible.</li> </ol>
<b>Methological approach/ Step-by-step implementation</b>	<ol style="list-style-type: none"> <li>1) The trainer distributes the prepared role cards to the participating women. Each woman receives a role card (if needed, the trainer explains the role) and tries to internalise the role for herself.</li> <li>2) When all the women have received a role card, all the women line up together on a starting line in the room.</li> <li>3) The facilitator now starts to read out questions. If the women in their role can answer the question with yes, they may take a step forward, if the women in their role answer the question with no, they must remain standing.</li> <li>4) After all the questions have been read out, all the women will be in different places in the room. Now it is time for the women to tell each other which role they had. It is particularly interesting to start with the woman at the top and bottom of the room.</li> <li>5) When all the women have shared their roles, the group can start discussing together the role of women from their personal point of view as well as inequalities they have experienced.</li> </ol>



	<p>Possible questions to reflect:</p> <ul style="list-style-type: none"> <li>• Which role did you have?</li> <li>• Was it easy to empathise with the roles?</li> <li>• How did you feel about it?</li> <li>• What differences became apparent?</li> </ul> <p><b>Advise:</b> The roles and questions can be adapted, changed or added depending on the country</p>
<b>Impact</b>	<p>The activity encourages critical reflection on one's own role in society, family and work. Reflection can overcome one's own experiences of gender inequality and increase resilience. Group belonging is strengthened and trust grows among the participating women as well as with the facilitator.</p>
<b>What is the impact for career advisors/ volunteers?</b>	<p>Through the activity, it is possible for the facilitator to learn more about the personal background of the women, especially about facets that are not otherwise the focus of counselling regarding their role as women in the different areas of their lives. Along with this, obstacles to the integration of the women can also become clear and in the long term an attempt can be made to overcome these together.</p>
<b>What is the impact for women with migrant/refugee background?</b>	<ol style="list-style-type: none"> <li>1) Critical examination of one's own role as a woman in society, in the family and at work</li> <li>2) Overcoming discriminatory experiences or inequality</li> <li>3) Strengthening self-awareness and self-confidence</li> <li>4) Strengthening the network of the participating women</li> </ol>
<b>Resources needed</b>	<p>The activity can be either in a large room, with enough space to move around, or outside.</p> <p>You will also need the role cards which can be found in the appendix of the Toolkit.</p> <p>In addition, the facilitator needs the questions that women have to answer yes or no to in order to take a step if necessary. The questions can also be found in the appendix of the toolkit.</p>
<b>Sustainability</b>	<p>The activity can be replayed again and again with new roles to learn and discuss other aspects. It is also possible to transfer the activity to the professional context in order to exaggerate certain aspects of the working world, such as hierarchical structures, team cohesion, responsibilities in the job.</p>
<b>Further readings/references</b>	

### Activity 3: Communication Origami

<b>Name of activity</b>	Communication Origami
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Non-violent communication (NVC)</li> </ul>
<b>Summary</b>	<p>Communication, both verbal and nonverbal, is a form of exchange and negotiation between people. We can perform these exchanges with or without compassion. Learning to practice NVC entails learning to separate what you observe from personal value judgments on that observation.</p> <p>NVC involves taking responsibility for your feelings. This requires a change in perspective of how others’ words and actions affect our feelings. Since NVC is not merely a language or a set of techniques, but also an empathic stance, a consciousness of deeper needs, and a compassion.</p> <p>Tell your participants that you will be giving them step-by-step instructions on how to fold the paper. The workshop is based on non-violent dialogue.</p>
<b>Duration</b>	40 minutes
<b>Objectives – What is the aim of the activity?</b>	To learn and to develop proper communication without the use of verbal and nonverbal violence.
<b>Methological approach/ Step-by-step implementation</b>	<p><b>Preparation</b></p> <p>Give one sheet of standard-sized paper (8.5 x 11 inches) to each participant.</p> <p>Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions.</p> <p>Give the group your instructions on how to fold the paper into the origami shape of your choice.</p> <p>Once the instructions have all been given, let everyone open their eyes and compare their shape with the intended shape.</p> <p><b>Instruction</b></p> <p>Split up into groups of four or five.</p> <ul style="list-style-type: none"> <li>• Tell participants that this exercise requires listening and following directions carefully. They will hear the instructions, and afterwards they should start to work on the task.</li> <li>• No questions may be asked.</li> <li>• Eyes must be closed.</li> </ul>

	<p><b>The task</b></p> <ol style="list-style-type: none"> <li>1) Fold your sheet of paper in half</li> <li>2) Tear off the upper right corner</li> <li>3) Fold your paper in half again</li> <li>4) Tear off the lower right corner</li> <li>5) Fold your paper in half</li> <li>6) Tear off the upper left corner</li> <li>7) Fold in half a final time</li> <li>8) Tear off the lower left corner</li> <li>9) Unfold your paper and hold it up</li> <li>10) Open your eyes, look at your product and compare it with the other participants</li> </ol> <p>You will likely find that each shape is a little bit different! To hit the point home, refer to these discussion points and questions.</p> <p><b>Discussion</b></p> <p>Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?</p> <p>Ask the group if you think the results would have been better if they kept their eyes open or would have been allowed to ask questions.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Does everyone’s paper look the same?</li> <li>• If everyone was given the same directions, why are everyone’s products different?</li> <li>• How can we all get on the same page and communicate more effectively?</li> <li>• How did it feel to not get feedback because you couldn’t ask questions?</li> </ul> <p><b>Reflecting</b></p> <p>Communicating clearly is not easy, we all interpret the information we get differently that is why it’s very important to ask questions and confirm understanding to ensure the communicated message is not distorted.</p>
<p><b>Impact</b></p>	<p>Nonviolent communication fosters the development of empathy.</p> <p>We understand empathy as the compassionate way of understanding what is happening inside each one of us.</p>



<p><b>What is the impact for career advisors/volunteers?</b></p>	<p>Empathy, the ability to put yourself in someone else’s shoes, is also part of this type of communication. Also important is a command of verbal and non-verbal communication, both in yourself and in others. Empathetic communication seeks to establish a sincere and authentic relationship between the speaker and the listener.</p> <p>As a professional you have ability to speak from your own perspective and experiences. Also, with this activity you can improve your work and use activity for own development.</p>
<p><b>What is the impact for women with migrant/refugee background?</b></p>	<p>Allows the participating women to share their thoughts with each other, and provides opportunities for problem-solve, build stronger bonds, and live in community without fear.</p>
<p><b>Resources needed</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://link.springer.com/chapter/10.1007/978-3-030-24296-1_32">https://link.springer.com/chapter/10.1007/978-3-030-24296-1_32</a></li> <li>• <a href="https://scholarworks.wmich.edu/jcp/vol2/iss1/18/">https://scholarworks.wmich.edu/jcp/vol2/iss1/18/</a></li> </ul>
<p><b>Sustainability</b></p>	<p>long-term community without non-violent communication.</p>
<p><b>Further readings/references</b></p>	<ul style="list-style-type: none"> <li>• Nonviolent Communication: A Language of Life : Life-Changing Tools for Healthy Relationships: Vol. 3rd edition – Marshall B. Rosenberg, PhD &amp; Deepak Chopra (2015)</li> <li>• Living nonviolent communication: Practical tools to connect and communicate skilfully in every situation – Marshall B. Rosenberg, PhD (2012)</li> <li>• Being Me, Loving You: A Practical Guide to Extraordinary Relationships – Marshall B. Rosenberg, PhD (2005)</li> </ul>

## Testimonials: Sandy & Suha



Sandy (28), Project Assistant, originally from Ghana, now living in Sweden

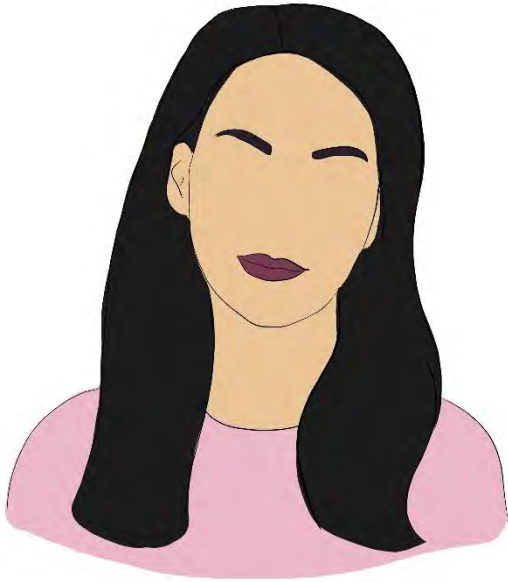
“An individual with an immigrant background who moved to Sweden in 2017. Sweden is a great country with many opportunities. Nonetheless, when an immigrant want to penetrate into the labour market is not an easy process. However, when one has all the necessary skills and knowledge about the host country it breaks some barriers to make things accessible. In Sweden, being able to speak the language goes a long way to to integrate smoothly into the society.”

Suha (29), Finance Assistant, originally from Syria, now living in Sweden

“I studied vocational training as a financial assistant in 2019. But unfortunately I could not find a job. The employer often requires work experience that I do not have. I tried to find an internship but still did not work. I am unemployed even though I have a good education.”



## Testimonials: Thu Trang



Thu Trang (33), University assistant, originally from Vietnam, now living in Austria

Local language and local working style (i.e., leadership style). I signed up for German courses but still my local language skills are quite limited (still working on it, but really slow). For the second point, I stayed in the previous job despite a toxic working environment due to the boss, then I found another job and changed. It was not easy to find English-speaking positions, hence my tolerance to the previous position.



## Chapter 5

### BUILDING UP ONE'S OWN PROFESSIONAL IDENTITY



## 5. Building up one's own professional identity

### Introduction

Raising awareness on dynamics of female migration through an investigation of facets and reasons behind their choice to resettle becomes more important. Acknowledgement on different backgrounds and values represents a crucial aspect in the process of women's integration and also helps building up their professional identities. Therefore, integration should not be intended as the result of a omnidirectional process where the 'other' encounters a new context and simply makes efforts to adapt. It rather consists in a reciprocal knowledge enhancing one's own potentials.

Learning can occur both in formal and non-formal contexts, hence traditions and indigenous knowledge should be recognized as valuable as skills acquired in trainings and targeted activities (Singh et al., 2021).

Cultural sharing helps building trust but it should never end in a form of victimization, where women are represented through cultural lens (Giorgi, 2012).

Developing a professional identity starts with overcoming language barriers. In this regard, language courses can be tools for gradual improvements. Approaching a foreign idiom is the first step towards integration, but in order to build up a professional identity, women should also participate to activities enhancing different knowledge and backgrounds.

Activities should be performed in spaces of socialization where women can feel free to express themselves, share experiences and perceive acceptance in a space of non-judgement.

Participating to such activities gives the opportunity to gain self-awareness and confidence since knowledge is shared, but also applied concretely. Integration of methods, strategies and skills should actually be at the core of learning processes.

Activities included in this thematic block reflect this approach.

The first one consists in a language course where services of childcare are provided and the participation of women is voluntary, in order to create a comfortable and inclusive learning environment. Language courses are the first step towards professional integration and women are encouraged to join classes in the perspective of passing the final test and obtaining a language certificate. Migrant women often come from patriarchal societies, where education is not their main prerogative. The perspective of concrete results gives them more confidence and motivation to complete the course.

The second activity is a tailoring lab where women share their own experience, improving old and new techniques on sewing. They can choose to work local fabrics but also typical textiles from their country of origin, creating innovative models of clothes. This lab gives them the opportunity to enhance their professional identity starting from their previous knowledge and experience on tailoring. Women understand the importance of their background in the process of resettlement in different contexts.

The third activity focuses on a more general professional orientation and consists in a form that social operators could administer to migrant women in order to support them in building their professional identity. Questions are developed in the perspective of including different backgrounds and enhancing previous experiences to dignify their individual and cultural knowledge. This tool allows to gain insight on the identity of migrants who are planning to work in the host country in consideration of their life path, as well as of their emerging needs and aspirations in a different context. For this activity of job orientation, it is recommended to use a cultural mediator in order to establish a relationship based on trust and open dialogue.

Integration starts in non-judgemental spaces of dialogue and mutual listening. Migrant women should be recognized and legitimated in their culture and knowledge in order to enhance their own self-

awareness and determination, valuable in the labour market. The valorisation of women’s different backgrounds helps them in the process of identity-reshaping and professional empowerment. Awareness of one’s own potential stems from the valorisation of experience, recognized in spaces of trust and times of mutual listening.

## Activity 1: Language Café for migrant and refugees women

<b>Name of activity</b>	Language Café FOR MIGRANT AND REFUGEES women
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Non-violent communication (NVC)</li> </ul> <p>Since it is not 'compulsory' but free to participate, it is essential to create a comfortable environment and to welcoming the singularity of each person.</p> <p>With this activity we would like to develop effective and respectful methods for refugee and immigrant integration by focusing on language and a better communication.</p>
<b>Summary</b>	<p>This activity is focussing on teaching in a more informal way a foreign language to migrant and refugee women by offering a language café.</p> <p>The idea of a language café is to practice language skills and cultural awareness by talking to native speakers and other learners without having the pressure to study or take an exam. The talking takes place informally, over a coffee or tea for example.</p> <p>The participation should be free and voluntary.</p> <p>In addition, it should be possible to bring one's own children along, so that women do not have problems looking after them if they decide to attend the language café regularly.</p>
<b>Duration</b>	Depending on the popularity, it could take place 1x per week or more often.
<b>Objectives</b> – What is the aim of the activity?	The aim of the activity is to enable women to learn the language of the host country and not to be afraid to communicate with new people. Learning the language is a key factor for starting a new life/career - and even finding a job. Contemporarily, participants will get to know other people and use the language in informal situations, making it possible to be adopted more to the every day life.
<b>Methological approach/ Step-by-step implementation</b>	<p>The language café needs to follow some basic objectives:</p> <ul style="list-style-type: none"> <li>• Identify a suitable room</li> <li>• Decide on a suitable day when to offer the language café on a regular basis</li> <li>• Identify a suitable teacher/tutor with a certain level (C2) of the foreign language</li> <li>• Leave space for free discussion, socialising and playing board games</li> <li>• The material used can range from flashcards with photos to introduce a debate, discussions or different points of view, traditions and parties to board games, cards, memory games, real objects, etc.</li> <li>• The teachers/tutors are responsible for a good atmosphere, dynamics and fun</li> <li>• Teacher/tutors could also think of structuring an ad hoc programme for the participants, starting from literacy, from the language of proximity and thinking about the strengthening</li> </ul>



	<p>of skills already acquired by those who have lived in the country for some time.</p> <ul style="list-style-type: none"> <li>• Discuss questions like “How do I search for a job?” and “What should I think of an interview?”</li> <li>• Other topics could also be unwritten rules in the host country, and similarities / differences between the cultures.</li> <li>• The café is a place to meet and share, as well as to learn and can be combined with other activities and places. For example, practical courses in collaboration with a restaurant if the course demonstrates a desire to learn the language inherent to this profession, or theatre to train language in a fun, relaxing and expressive way. Guests could also be invited to the café to be interviewed by the participants, in this way different professions could be presented.</li> </ul>
<b>Impact</b>	<p>The impact of the activity is undoubtedly linked to the fact that everyone, both the women and the organisers themselves, recognise language learning as a key tool for building their own professional identity. The learning activity will have positive impact if one considers the primary aim of learning the language, while the secondary aim of creating a social network and the implementation of further skills or competences that could speed up their professional emancipation.</p>
<b>What is the impact for career advisors/ volunteers?</b>	<p>The support of teachers/tutors are fundamental. The participating women will recognize the opportunity to develop their professional identity with the support of them and will develop a trustful relationship. One element of the relationship will also be displayed in a family friendly learning environment.</p>
<b>What is the impact for women with migrant/refugee background?</b>	<p>Women who participate will recognize language as the key to taking steps towards training courses and economic and social emancipation. In a relaxed and family friendly environment they will build a social network and learn more about the hosting country culture but also be able to share their culture in a respectful relationship.</p> <p>Often tandems between the participants will be formed to support each other or simply build friendships.</p>
<b>Resources needed</b>	<p>Among the resources needed:</p> <ul style="list-style-type: none"> <li>• the teacher/tutors and participating women, who attend the different courses/language cafés</li> <li>• the creation of a territorial network with commercial activities willing to participate in order to allow teachers to take part in practical meetings on learning some trades and their specific language (for example, a cooperation with a pizzeria);</li> <li>• Paper books, games, pictures and other material to consult</li> </ul>
<b>Sustainability</b>	<p>Its sustainability refers above all to the ability to network, both in the attraction of participating women and in the possibility of including concreteness and practicality within the language café, in order to show the possibility of investing and working to increase one's skills and therefore one's professional expendability.</p>



	The frontal lesson alone is often not enough to keep interest alive, if not for the practical purpose of knowing the language as the only method of obtaining an economic entry.
<b>Further readings/references</b>	<ul style="list-style-type: none"><li>• The school by Unitatis Reditengratio Social Cooperative – Diocese of Perugia: socialunitatis@gmail.com unitatis.sanita@gmail.com</li><li>• The theatre Human Beings <a href="https://www.humanbeings.it/">https://www.humanbeings.it/</a></li><li>• L2 Exams (University for Foreigners of Perugia): <a href="https://www.unistrapg.it/it/certificati-di-conoscenza-della-lingua-italiana/celi-certificati-di-lingua-italiana">https://www.unistrapg.it/it/certificati-di-conoscenza-della-lingua-italiana/celi-certificati-di-lingua-italiana</a></li></ul>

## Activity 2: Weave tread after tread – Tailoring lab

<b>Name of activity</b>	Weave tread after tread – Tailoring lab
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Non-violent communication (NVC)</li> </ul>
<b>Summary</b>	<p>The activity focuses on the creation of an ethnic tailoring workshop where migrant and refugee women together with local women can regain their dignity through work.</p> <p>It creates work opportunities in legality and justice for young people who are otherwise excluded from the current logic of the market.</p> <p>It is a sign on the territory to grow together in the great values of solidarity, respect for the dignity of persons and the environment.</p> <p>The objectives of the tailoring workshop are:</p> <ul style="list-style-type: none"> <li>• to learn the foreign language</li> <li>• to learn to interact with others and build relationships</li> <li>• to gain experiences in entrepreneurship and develop own ideas</li> </ul>
<b>Duration</b>	From 1 to 6 months
<b>Objectives</b> – What is the aim of the activity?	The Ethnic tailoring workshop offers professional training and education in responsibility and work ethics and will therefore strengthen the professional identity of women with migrant and refugee background.
<b>Methological approach/ Step-by-step implementation</b>	<ul style="list-style-type: none"> <li>• Find place for the workshop</li> <li>• Prepare the laboratory with the materials and equipment for participants</li> <li>• Tailor’s (volunteers) introduces the course and explains what you will learn to do</li> <li>• Participating women are invited to listen to tailoring-specific vocabulary and repeat the words to learn them</li> <li>• During the course the women get to know each other and gradually feel comfortable and confident. This is especially important for those who have a difficult past and want to start a new life by learning a trade.</li> </ul>
<b>Impact</b>	<p>Each woman has the opportunity to create her own products so that they become the link between her culture of origin and that of the host country and develop a first idea of entrepreneurship and a possible professional path.</p> <p>Using local fabrics, offcuts and scraps is an added value to the activity.</p> <p>If possible, it is important that the workshop has external visibility so that the work done can be known by as many people as possible, this will also</p>

	be an opportunity for the participating women to build a network with local companies and employees.
<b>What is the impact for career advisors/ volunteers?</b>	<p>The main aspect is that in the tailoring workshop, local women and migrant and refugee women work side by side, this will help them to develop a team structure and experience a simulated working environment.</p> <p>The volunteers/trainers respect slowly teach them to gain self-confidence, to do things themselves without waiting for help from others and stimulated their professional identities through the growth of self-confidence.</p>
<b>What is the impact for women with migrant/refugee background?</b>	<p>The participating woman will be able to experience themselves as part of a team and to be considered as an part of the community, which will lead to the empowerment of the women.</p> <p>Furthermore participating women will be able to understand and see their value as persons in the multiplicity of ethnic and religious affiliations.</p>
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• A suitable place to hold a workshop on a regular base</li> <li>• Tailors who teaches how to cut and sew</li> <li>• Sewing machines</li> <li>• Irons</li> <li>• Fabrics</li> <li>• Examples of objects that can be created</li> </ul>
<b>Sustainability</b>	<p>This activity can be done either on a small scale by creating a mini lab with short training courses, or with the aim of setting up a permanent workshop that gives migrant women with refugee or migrant backgrounds the opportunity to learn a job and be able to enter the labour market.</p>
<b>Further readings/references</b>	<ul style="list-style-type: none"> <li>• The experience of NEWHOPE Social Cooperative: <a href="https://coop-newhope.it/cooperativa-newhope">https://coop-newhope.it/cooperativa-newhope</a></li> <li>• A book « Io sono Joy -Un grido di libertà dalla schiavitù della tratta » (I am Joy _ A cry for freedom from the slavery of trafficking) di Mariapia Bonanate. Edizioni San Paolo</li> <li>• <a href="https://www.redattoresociale.it/article/notiziario/_peacework_a_triESTE_le_donne_italiane_e_straniere_ricamano_insieme">https://www.redattoresociale.it/article/notiziario/_peacework_a_triESTE_le_donne_italiane_e_straniere_ricamano_insieme</a></li> </ul>

### Activity 3: Job orientation - Paths towards socio-professional integration

<b>Name of activity</b>	Job orientation - “Paths towards socio-professional integration”
<b>Best practise category</b> (resilience, emotional intelligence, non-violent communication)	<ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Non-violent communication (NVC)</li> </ul>
<b>Summary</b>	The activity focuses on a professional orientation and consists in a form named “Paths towards socio-professional integration” that can be administered to women with migrant and or refugee background to investigate their life path and aspirations, supporting them in building their professional identity.
<b>Duration</b>	1 – 2 hours
<b>Objectives – What is the aim of the activity?</b>	The aim of the activity is to enhance self-knowledge starting from the description of the past experiences and the reflection on acquired skills. Besides, the activity intends to strengthen self-awareness, investigating aspirations, strengths and weaknesses in the perspective of a professional integration.
<b>Methological approach/ Step-by-step implementation</b>	<ol style="list-style-type: none"> <li>1. The first step is to create a comfortable and non-judgemental environment, favouring dialogue with the interlocutor</li> <li>2. The second step is to involve a cultural mediator (if possible) who could support the building of a relationship based on trust</li> <li>3. The following step is to ask questions according to the guidelines of the form “Paths towards socio-professional integration”, deepening the knowledge of migrants’ potentials starting from their background and aspirations, tracing their professional identity</li> <li>4. The last step is to give an overview of job opportunities in the host country, defining an action plan together.</li> </ol>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Valorisation of cultural and social backgrounds</li> <li>• Creation of trust relationships based on the use of mediation</li> <li>• Language encounter</li> <li>• Cultural sharing</li> <li>• Confidence building</li> <li>• Self-awareness</li> <li>• Possibility of acquisition and enhancement of skills useful in the labour market locally.</li> </ul>
<b>What is the impact for career advisors/ volunteers?</b>	This activity deepens empathy and non-violent communication through cultural sharing and mutual listening. The job orientation can be an opportunity to get awareness on different cultures and backgrounds influencing life paths, in the perspective of improving the capabilities to support migrants in their process of professional integration.

<p><b>What is the impact for women with migrant/refugee background?</b></p>	<p>Women’s professional identity will be enhanced through a process of socio-cultural sharing and self-investigation. They have the opportunity to share their life path, tell about their experiences, reflect on weaknesses and strengths and talk about their aspirations. A non-judgemental environment improves the process of self-recognition, supported when possible by the use of a language mediator.</p>
<p><b>Resources needed</b></p>	<ul style="list-style-type: none"> <li>• Trainers and social operators</li> <li>• A cultural mediator</li> <li>• Form aimed to the definition of a socio-professional identity</li> </ul>
<p><b>Sustainability</b></p>	<p>This activity can be carried out in orientation offices, help desks, job placement offices and other institutions focused on the professional integration of migrants.</p>
<p><b>Further readings/references</b></p>	<p>Form: “Paths towards socio-professional integration”</p>

## Testimonial: Shirin & Halime



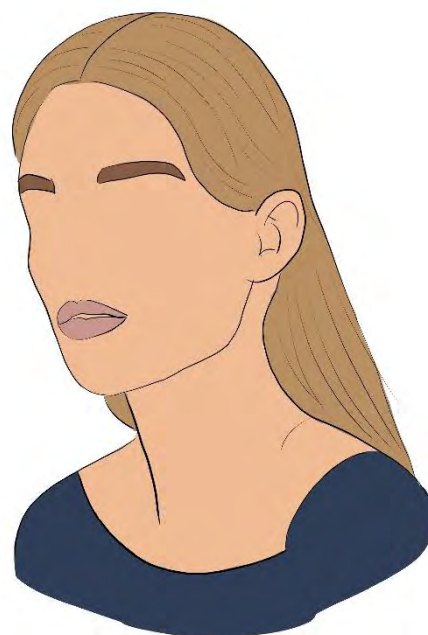
Shirin (21), student, originally from Afghanistan, now living in Sweden

“My experience in the workplace has only been positive. I feel liked and appreciated and have become popular at work by both co-workers and managers. It has felt welcoming and I have never feel left out. If something special is offered, they would inform me that it contains ingredients from e.g. pork, so that I myself can choose to eat or refrain. The same information about working with the elderly for me as everyone else. It is mostly women who work with elderly care and I think they have less prejudice about us immigrants. They have a greater understanding of the problems we

have and have had. They also have greater knowledge of our rules of life and respect it. I can compare with middle-aged men who have been my teachers. In the past I have been hurt and felt offended but now I have more confidence and can say no. I believe many men feel threatened if you question something. If I could change something it would be to have more time to introduce myself and tell about myself. I have not encountered it but many Swedes have prejudices based on ignorance. It could be interesting conversations that can lead to greater respect for each other. On several occasions when I told about what reality looked like when I lived in Afghanistan, many say: think exactly how it was in the country in Sweden a hundred years ago. As many point out, language is very important. This is best learned in a workplace and in dealing with Swedes. But they are not so many who invite us into the conversation. How many times have you invited a co-worker, neighbour or parent to you?”

Halime (34), project coordinator, originally from North Macedonia, now living in Slovenia

“My first challenge was language. Of course, after several months of learning Slovenian language I have started to use it and feel more confident to function around. This also helped me to integrate better and get involved in social activities. Soon, I have got a job as a cultural mediator. This way I was able to empower others and build a bridge between communities of different cultural backgrounds.”





# Additional materials



## Additional materials

### Chapter 1, Activity 1: Handout “Emotional intelligence self assessment”

1 = DO NOT AGREE AT ALL  
5 = STRONGLY AGREE

	1	2	3	4	5
<b>Self-awareness: the ability to identify your emotions, understand your reactions and recognize the impact you have on others.</b>					
I know many techniques to stay calm and relaxed.					
I’m aware of the effect what I do or say has on others.					
I can accurately describe the specific emotions I’m feeling.					
I’m aware of what might trigger my emotions or reactions.					
<b>Self-management: the ability to successfully regulate stress and appropriately express emotional reactions.</b>					
For the most part I have a complete control over my stress.					
I remain calm even under extreme pressure.					
When under high pressure, I never act quickly and reflect later.					
If I get upset, I know what to do to feel like myself again.					
<b>Social awareness: the ability to understand emotions and reactions of other people and to respond in a supportive and non-judgmental manner</b>					
Most people around me would describe me as a great listener.					
When someone’s upset, I know what to say or do.					
I am comfortable speaking to others about my and their emotions and feelings.					
Others regularly seek my help when they’re emotionally distressed.					
<b>Relationship management: the ability to communicate in an assertive, respectful and non-defensive manner</b>					
People would describe me as skilled at resolving conflict.					
I know how to create a positive mood when those around me are under high stress.					
I feel I have a good ability to understand others’ views and opinions, even when I disagree.					
I’m comfortable providing constructive or critical feedback to others.					

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## The results

You get your score by calculating all your answers (if answered with “5=strongly agree”, you receive 5 points, if answered with 4, you receive 4 points ... and so on).

### Legend:

**0 – 12 points:** Potential challenges: Your score indicates you could experience challenges in your relationships or stress in your own life.

**13 – 16 points:** Moderate scores: Your score indicates your emotional intelligence is relatively good.

**16 – 20 points:** Potential strengths: Your scores indicate a higher than average level of emotional intelligence. However, there is always room for improvement.

Chapter 1, Activity 2: Handout “Managing emotional triggers and our reactions”

Which behaviour of others triggers in you an emotional reaction?

Which reaction?

For example: if someone starts shouting, you immediately become aggressive or angry.

- Passive-aggressive behaviour triggers \_\_\_\_\_
- Victim mentality triggers \_\_\_\_\_
- Sadness triggers \_\_\_\_\_
- Whining triggers \_\_\_\_\_
- Aggression triggers \_\_\_\_\_
- Unhappiness triggers \_\_\_\_\_
- Crying triggers \_\_\_\_\_
- Hostility triggers \_\_\_\_\_
- Sarcasm triggers \_\_\_\_\_
- Blaming triggers \_\_\_\_\_
- Silent treatment triggers \_\_\_\_\_
- High-strung temperament triggers \_\_\_\_\_
- Criticizing/judging triggers \_\_\_\_\_
- Manipulation triggers \_\_\_\_\_
- Arrogance triggers \_\_\_\_\_
- Frustration/irritation triggers \_\_\_\_\_
- Deceit/lying triggers \_\_\_\_\_
- Conceitedness triggers \_\_\_\_\_
- Worry/nervousness triggers \_\_\_\_\_
- Dislike triggers \_\_\_\_\_
- Need to please triggers \_\_\_\_\_
- Anger triggers \_\_\_\_\_
- Disappointment triggers \_\_\_\_\_
- Screaming triggers \_\_\_\_\_

Make a list below identifying which of your emotions you find most hard to handle and how you usually respond to that feeling – the immediate response. You can add more to the list.

For example: When you feel angry at someone, you don't speak with that person for a long time.

- Jealousy. My reaction: \_\_\_\_\_
- Grief. My reaction: \_\_\_\_\_
- Hostility. My reaction: \_\_\_\_\_
- Doubt. My reaction: \_\_\_\_\_
- Fear. My reaction: \_\_\_\_\_
- Impatience. My reaction: \_\_\_\_\_
- Envy. My reaction: \_\_\_\_\_
- Shame. My reaction: \_\_\_\_\_
- Guilt. My reaction: \_\_\_\_\_
- Despair. My reaction: \_\_\_\_\_
- Frustration. My reaction: \_\_\_\_\_
- Anger. My reaction: \_\_\_\_\_
- Sadness. My reaction: \_\_\_\_\_
- Resentment. My reaction: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Think of three situations, when an emotion you listed above you find it hard to cope with were triggered. Which emotion was triggered? What was your response?

1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### What could be the reason for this reaction?

Think of all the other situations you felt like this in your life, think back in the past and your childhood as possible and try to define what the reason was. Write in your learning diary.

Chapter 1, Activity 3: Handout “Communication is more than the language we use”



Source: [https://www.researchgate.net/publication/322674507\\_Survey\\_on\\_Emoional\\_Body\\_Gesture\\_Recognition/figures](https://www.researchgate.net/publication/322674507_Survey_on_Emoional_Body_Gesture_Recognition/figures)



Source: [https://www.mindtools.com/pages/article/Body\\_Language.htm](https://www.mindtools.com/pages/article/Body_Language.htm)





Source: [https://www.mindtools.com/pages/article/Body\\_Language.html](https://www.mindtools.com/pages/article/Body_Language.html)





Source: [https://www.mindtools.com/pages/article/Body\\_Language.html](https://www.mindtools.com/pages/article/Body_Language.html)



Source: <https://medium.com/real-life-resilience/the-roles-of-nonverbal-communication-4e2bf139c42>

## Chapter 4, Activity 2: Questions for “One step at a time”

### Questions to be asked during the game:

- Can you speak German well?
- Can you go to a shop and buy groceries without any problems?
- Do you have people around you who you can ask for help when you need to go to an authority?
- Can you go to the authorities on your own?
- When you see clothes in a shop, can you buy them without problems?
- Can you travel to other cities by train to visit friends?
- Do you feel safe in Germany?
- Do you know the rules and laws of the country?
- Are you looking for a new flat, are your chances of getting a flat good?
- Are you able to get a job?
- You are applying for a job in a supermarket, are your chances of getting it good?
- Do you have the possibility to pay a doctor's bill yourself?
- You need a loan, will it be approved?
- You want to learn a new hobby, can you afford music lessons?
- You want to do voluntary work, are your chances of joining a citizens' initiative good?

Chapter 4, Activity 2: Role cards for “One step at a time”

Single mother, German, 35 years old, two children, looking for work.

Woman, 38 years old, married for 10 years, housewife, three children, her husband has a good job

Girl from Syria, 15 years old, no family, lives in a shared flat, speaks some German

Elderly German woman, 70 years old, single

Woman, from Eritrea, living in Germany with her little daughter for seven months, speaks little German

Young woman, 23 years old, Turkish parents, born in Germany, is a social worker

Young woman, 18, born in Germany is training to be an office clerk

Girl, 16 years old, pregnant, no school certificate

Young woman from Iran, 32, in Europe for 6 months, residence status uncertain

Young woman, 27, from Somalia, first came to Italy, then to Germany, Application for asylum was negative



Chapter 5, Activity 3

# Job orientation - PATHS TOWARDS SOCIO-PROFESSIONAL INTEGRATION

Name:  
Surname:

---

Name and surname of social operator:

Date:



## LIFE PATH

	Education <i>School, university, vocational training, self-training, workshops</i>	Professional activities <i>Activities you were paid for or should have been paid for</i>	Personal experience <i>Hobbies, journeys, events, gatherings</i>
In the country of origin			
In the hosting country			

## SOFT SKILLS

**How would you describe yourself? Select 1 or 2 options**

<p>Sociable</p> <p><input type="checkbox"/></p>	<p>Cooperative, extrovert, tactful, generous, persuasive, understanding, sympathetic</p>	<p>Proactive</p> <p><input type="checkbox"/></p>	<p>Self-confident, persuasive, energetic, ambitious, talkative, adventurous</p>
<p>Realistic</p> <p><input type="checkbox"/></p>	<p>Direct, practical, stable, constant, simple, responsible</p>	<p>Artistic</p> <p><input type="checkbox"/></p>	<p>Creative, emotional, expressive, impulsive, intuitive, original, sensitive</p>
<p>Curious</p> <p><input type="checkbox"/></p>	<p>Analitic, curious, precise, eager to know, thoughtful, logical</p>	<p>Conventional</p> <p><input type="checkbox"/></p>	<p>Organized, accurate, methodic, efficient, judicious, neat, provident, formal</p>



## WORK AVAILABILITY

Indicate your preferences and limitations

YOU ARE AVAILABLE TO...	Yes	No		Yes	No
Work irregular hours	<input type="checkbox"/>	<input type="checkbox"/>	Do a very tiring job	<input type="checkbox"/>	<input type="checkbox"/>
Travel everyday to go to work	<input type="checkbox"/>	<input type="checkbox"/>	Work at night	<input type="checkbox"/>	<input type="checkbox"/>
Work on your own	<input type="checkbox"/>	<input type="checkbox"/>	Work in the textile industry	<input type="checkbox"/>	<input type="checkbox"/>
Spend a lot of time sitting at work	<input type="checkbox"/>	<input type="checkbox"/>	Work in agriculture	<input type="checkbox"/>	<input type="checkbox"/>
Accept long-term transfers	<input type="checkbox"/>	<input type="checkbox"/>	Work as a maid	<input type="checkbox"/>	<input type="checkbox"/>
Work on holidays	<input type="checkbox"/>	<input type="checkbox"/>	Do baby sitting	<input type="checkbox"/>	<input type="checkbox"/>
Start with a low-wage job	<input type="checkbox"/>	<input type="checkbox"/>	Work with animals	<input type="checkbox"/>	<input type="checkbox"/>
Adapt to constant change	<input type="checkbox"/>	<input type="checkbox"/>	Take care of personal hygiene for disabled and elderly people	<input type="checkbox"/>	<input type="checkbox"/>
Follow orders even if in disagreement	<input type="checkbox"/>	<input type="checkbox"/>	Clean apartments or offices	<input type="checkbox"/>	<input type="checkbox"/>

## VALUES

Your hopes and goals. Select 2 or 3 options

IT IS IMPORTANT TO...	Yes	No		Yes	No
Feel useful to other people	<input type="checkbox"/>	<input type="checkbox"/>	Work autonomously	<input type="checkbox"/>	<input type="checkbox"/>
Have a good salary	<input type="checkbox"/>	<input type="checkbox"/>	Get recognition for good performances	<input type="checkbox"/>	<input type="checkbox"/>
Get along with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	Have the chance to make a career	<input type="checkbox"/>	<input type="checkbox"/>
Have a safe job	<input type="checkbox"/>	<input type="checkbox"/>	Work everyday on different activities	<input type="checkbox"/>	<input type="checkbox"/>
Work in a specific sector	<input type="checkbox"/>	<input type="checkbox"/>	Have leadership roles	<input type="checkbox"/>	<input type="checkbox"/>
Follow stable procedures	<input type="checkbox"/>	<input type="checkbox"/>	Have social visibility	<input type="checkbox"/>	<input type="checkbox"/>



## WORKING PATH

### Describe your previous working experience

	Experience 1	Experience 2	Experience 3
Business sector			
Activities to do			
Decisions to take			
People to relate to			
Tools/machines to use			
Possible issues			

## PERSONAL SKILLS

### What are your professional qualities?

Organizational skills	Level	Describe an event of your life where your organizational skills helped you solving a problem
Risk management  Organization of activities  Problem solving  Definition of tasks	Bad not bad good very good  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Communication skills	Level	Can you recall an occasion when your communication skills were determinant?
Relation with team and workers  Expression of possible concerns on activities and management  Listening to the voice of the customer	Bad not bad good very good  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Organizational skills	Level	Describe an event of your life where your organizational skills helped you solving a problem
Electronic email management	Bad not bad good very good  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Knowledge and ability to use Office	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Use of social media (Facebook Instagram, Twitter etc)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

### LANGUAGE SKILLS

Mother tongue					
Other languages	LISTENING		SPEAKING		WRITING
1)	Level		Level		Level
2)	Level		Level		Level
3)	Level		Level		Level
Levels: A1/2 Beginner - B1/2 Intermediate - C1/2 Advanced   CEFR					

## OTHER

Hobbies	
Sports	
Other skills	
Driving licence	



## YOUR PROFESSIONAL PROJECT

WHAT (job / activity / role)	WHERE (place / environment / sector)
HOW (time / wage / type of contract)	WHY (motivations / expectations / goals)
Your SOURCES (skills, friends/acquaintances, tools of job search)	

STRENGTHS (Indicate the positive aspects of your personality)	WEAKNESSES (Indicate the negative aspects of your personality)
OFFERS IN THE HOST COUNTRY (legislation, educational system, training courses etc)	JOB ORGANIZATION IN THE COUNTRY OF ORIGIN (similarities and differences with the hosting country)

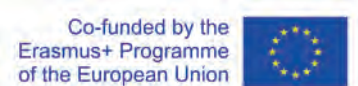
ACTION PLANNING (contacts, trainings, applications etc)



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## **FINAL NOTES**

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