



## VOICES OF IMMIGRANT WOMEN

# POLICY RECOMMENDATIONS EBOOK.

## MIGRATIONS, GENDER AND INCLUSION FROM AN INTERNATIONAL PERSPECTIVE



Co-funded by the  
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This project is being developed with the participation of the partners: Pablo de Olavide University (project coordinator) (Spain); Pixel (Italy); European Public Law Organization (Greece); Institut de Recherche pour le Développement (France); Università degli Studi di Firenze (Italy); Instituto Politecnico de Bragança (Portugal); The Peace Institute (Slovenia); Emet Arco Iris Foundation (Spain).

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## INTRODUCTION

Policy Recommendation Ebook is one of the intellectual output obtained and developed within the framework of the “Voices of Immigrant Women” (VIW) project (2020-1-ES01-KA203-082364) co-financed by the Erasmus+ program of the European Union, in the typology of Strategic Partnership projects in the Higher Education sector (KA203)<sup>1</sup>, developed from October 2020 to September 2022.

Voices of Immigrant Women has emerged in a context where international displacement is increasing as a result of “conflict, persecution, situations of degradation and environmental change” (IOM, 2018, p.1). According to the latest data provided by the United Nations (2022), approximately 281 million people were international migrants in 2020, so it continues to be one of the social facts that influences at a multifactorial level and participates in significant transformations in societies. Likewise, it should be noted that, at present, international migrations carried out by women represent approximately 50%, which shows the need to include the gender perspective with a comprehensive and interdisciplinary approach in the management of population movements (Terrón- Caro and Campani, 2022).

Faced with this reality, the VIW project was born, developed by a group of experts in the field of migration and gender, specifically a consortium made up of eight partners from six different countries of the European Union, namely: Pablo de Olavide University (coordinator) , Universita Degli Studi di Firenze (Italy), Pixel- Associazione Culturale (Italy), Institut de Recherche pour le Developpement (France), European Public Law Organization (Greece), Polytechnic Institute of Braganza (Portugal), Fundación EMET Arco Iris ( Spain) and Mirovni Institut (Slovenia). Likewise, it has had the collaboration of different associated entities involved in the attention of female migrations, specifically: higher education institutions, NGOs, social entities that work in this field and the Public Administrations.

Starting from the context in question, the main objective of the VIW project is to contribute to building an inclusive higher education system that addresses the important social challenge that migration represents and, more specifically, the migratory flows of women in the current European context. This aim is proposed considering three relevant aspects: first, the need that exists at the transnational level to address the causes and consequences of migration, as well as the integration and inclusion processes. Second, the lack of training on migration with a gender perspective from an intersectional and interdisciplinary approach. And in third and last place, the important role that universities have both in research, training and social commitment.

Based thereon, this project is intended to raise awareness of the great interconnection that exists between Human Rights, gender, migration, integration and inclusion among those social actors who, directly or indirectly, work or will work with the group of migrant women, specifically: university students from different disciplines (social sciences, social work, education, psychology, medical and health studies, legal studies, among others), research staff, Higher Education teachers and professionals who work in the field. It must be considered that, by training the staff that cares for migrant women, an improvement in the process of integration and inclusion of migrant women and, where appropriate, of their children, is indirectly ensured.

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One of the aspects that has characterized VIW is the bottom-up approach from which the entire project has been developed, since the protagonists of this reality have been given a voice: migrant women. Likewise, it has had the collaboration of the different agents that participate in this reality to obtain a holistic and comprehensive approach to the phenomenon studied in the six countries that participate in the project.

The objective of the VIW study has been to analyze the integration and inclusion initiatives of migrant women, knowing how they were implemented, the level of collaboration between different actors and the impact produced, using the Multiple Case Study as a method<sup>2</sup>. This method is based on a detailed, comprehensive, systematic and in-depth examination of the cases under study. From this approach, each unit of analysis (case under study) is essential for the entire investigation, since it allows a collective interpretation of the topic or research question (Stake, 1995, pp. 3-4).

In VIW, the main units of analysis of the multiple case study have been made up of the countries that participate in the study, namely: Spain, Italy, France, Greece, Portugal and Slovenia. Each of these countries constitutes a case that has been exploratory in the first instance and analytical when correlated with the rest of the countries. In this way it has been possible to delve into the causes, consequences and correlates (Coller, 2000, p.44) of the processes of inclusion of female migrations. It must be considered that, from some comparative parameters, the selection of these territories that make up the units of analysis in the Multiple Case Study has been characterized by the existence of sufficient similarities between them, as well as differences to obtain comparisons conclusions (Garcia Garrido, 1991).

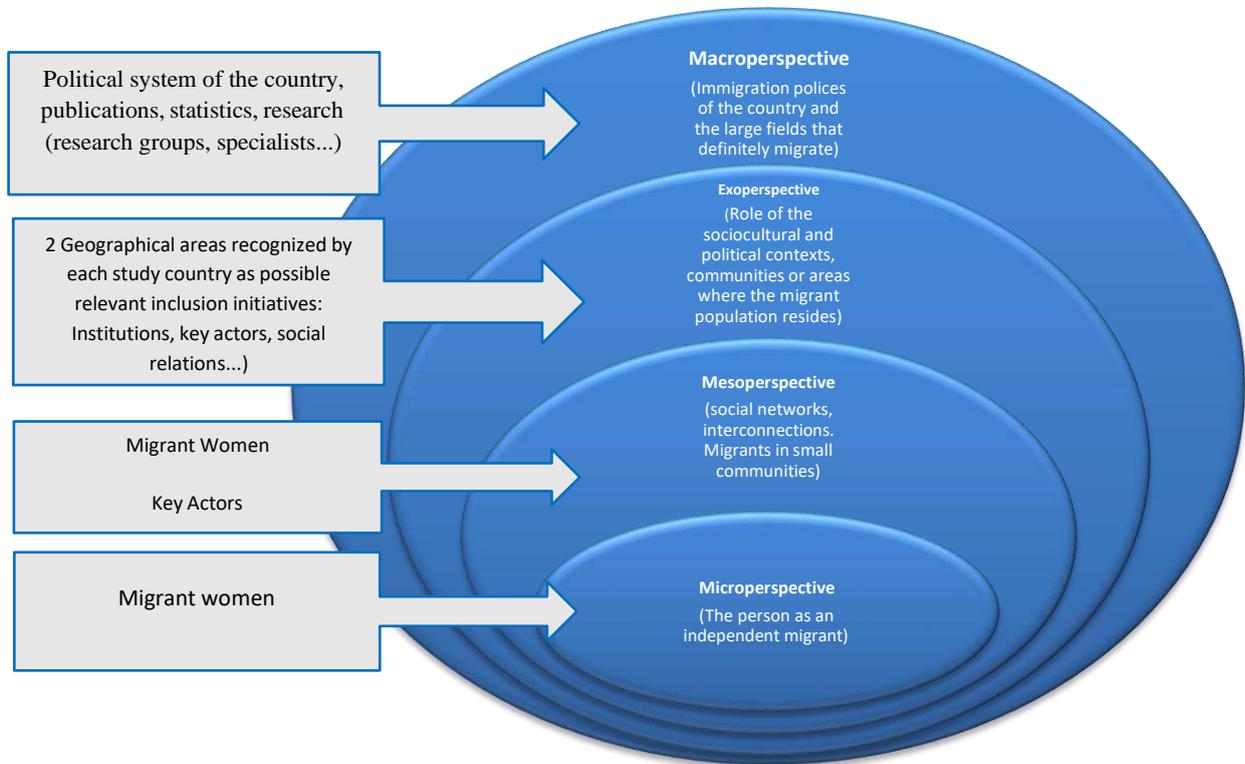
In turn, each Case (country of study) has been made up, first of all, by various analysis sub-elements such as: individuals or groups, geographic units and generated products -policies, publications, statistics. And, secondly, by different levels of concreteness that interrelate with each other (microperspective, mesoperspective, exoperspective and macroperspective). This approach has been carried out in accordance with the methodological proposal for the investigation of migrations of the International Institute of Integration (Mora, 2013), as well as an adaptation of the ecosystem model applied to migratory processes by Falicov (2008). The diagram shown below details with greater specificity the approach and adaptation carried out in VIW.

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<sup>2</sup> For more information on the method and methodology developed in VIW consult: Terrón-Caro, T., Cárdenas-Rodríguez, R., & Ortega-de-Mora, F. (2022). Voces de las mujeres migrantes. Enfoque de género en el análisis de la migración. *Cuestiones Pedagógicas. Revista De Ciencias De La Educación*, 1(31), 3–20. <https://doi.org/10.12795/10.12795/CP.2022.i31.v1.01>



**Figure 1.** Sub-elements of analysis and levels in each Case Study (countries)



Source: Elaboration of VIW based on Mora's proposal (2013, p.29-31)

Based on the proposed multiple case study method, a mixed approach methodology has been used that would allow knowing and understanding the process of integration and inclusion of migrant women in the different contexts of studies in a systematic, rigorous, effective and efficient way.

Among the qualitative techniques developed in each of the contexts, the following have been implemented:

- Documentary analysis. Each study country has analyzed: national/regional jurisdiction, as well as integration/inclusion measures (macro-perspective and ex-perspective).
- Delphi Panel. Three rounds have been developed in which a total of 28 experts in migration and gender have participated in the different study countries.
- In-depth interviews. 67 in-depth interviews have been conducted with migrant women in the different countries studied, namely: Spain 20; France 10; Greece 10; Portugal 10; Slovenia 5; Italy 12.
- Focus Group. 6 Focus Group, 1 for each country of study. Professionals who work with migrant women have participated in them.

Based on the quantitative methodology, the following technique has been used:

- Survey. Questionnaires have been implemented for migrant women in the different study contexts.

Starting from the applied study method and considering the purpose of VIW, three have been the main results obtained with the implementation of the project.





- **IO 1. Mapping of Case Studies**

It is an interactive map that collects the testimonies of successful integration processes of 67 migrant women from the different study contexts. This didactic tool allows a holistic and multidimensional understanding of female migratory processes, including the differences and specificities related to the countries of origin, transit and destination, and the main contextual conditions that influence the trajectory of migrant women and their integration process. in the receiving societies.

Likewise, this result favors greater awareness and deep understanding of migrations with a gender perspective, not only among university students, but also among political leaders and society as a whole, about the civic and social role they have in relation to the integration and inclusion of immigrant women.

As a complement to this tool, a juxtaposition table has been created at a transnational and interdisciplinary level in which the different areas analyzed during the fieldwork in the different study contexts are briefly examined.

For more information access the following link: [https://viw.pixel-online.org/mapping\\_of\\_case\\_studies.php](https://viw.pixel-online.org/mapping_of_case_studies.php)

- **IO2. E-Learning Package**

It is an online training course, in open access, entitled “Migrations, Gender and Inclusion in the European Context: An Interdisciplinary Approach”. Its objective is to improve the training of the different social agents who work or will work in the near future in the field of migration and thus contribute to combating discrimination, segregation, racism, harassment and violence, assuming the triple role that the university, as we have indicated above. In this way, the social inclusion of migrant women is promoted with a gender perspective from Human Rights.

The contents are organized into 8 modules and each module has a double dimension: one transnational and other national. The training is based on theory and practice.

For more information access the following link: <https://viw.pixel-online.org/e-learning-package.php>

- **IO3. Policy Recommendations**

VIW's third result is the ebook you are reading. This product is based on a set of policy recommendations that provides practical guidance on intervention proposals to those with political responsibilities in governance on migration management and policies for integration and social inclusion, as well as to policy makers in the governance of training in Higher Education (University) at all levels. This is intended to promote the development of practical strategies that allow overcoming the obstacles encountered by migrant women during the integration process, favoring the construction of institutions, administrations and, ultimately, more inclusive societies. The content presented in this book proposes recommendations and intervention proposals oriented to practice to:

- Improve Higher Education study plans by promoting the training of students as future active protagonists who are aware of social interventions. This will promote equity, diversity and the integration of migrant women.
- Strengthen cooperation and creation of networks between academic organizations, the third sector and public administrations that are responsible for promoting the integration and inclusion of migrant women.





- Promote dialogue and the exchange of knowledge to, firstly, raise awareness of human mobility and gender in Europe and, secondly, promote the participation and social, labor and civic integration of the migrant population.

All this is developed through 4 areas in which this book is articulated. In the first area, entitled "Migrant women needs and successful integration interventions", a series of guidelines are established that help to eliminate the legislative, social and cultural barriers that hinder the social and labor inclusion of migrant women. To this end, nine measures are proposed with their corresponding actions. The main areas, although not the only ones, that are considered are: Reception; Rights and administrative situation; Housing and Urbanism; Health; Education; Employment and Entrepreneurship; Social services; Citizen participation; Empowerment and Gender; Coordination of agent entities and actors.

The second area entitled "Promoting University students awareness and civic and social responsibility towards migrant women integration" it aims to promote awareness as well as the motivation of the Rectors and policy makers of Higher Education to insert specific curricula and contents/ competences transversal in the offer of Higher Education on the subject of integration of migrant women. To this end, a proposal has been designed with nine priority axes, made up of sixteen measures with their corresponding actions.

The third area is entitled "Cooperation between Higher Education institutions and third sector". It proposes recommendations to those responsible for formulating higher education policies to favor cooperation with social actors involved in the integration process of migrant women. Likewise, it establishes strategies to provide students with opportunities for volunteer services and/or future careers. At the same time, it is intended to promote coordination between public institutions and social entities, in order to optimize resources and provide better guidance, support and help to migrant women. To do this, measures subdivided into five fields have been proposed, specifically: research, training, support, professional fulfillment and promotion in cooperation.

Attending to the fourth and last area, entitled "Inclusive Higher Education", strategies are proposed to overcome the obstacles for the integration of migrant women in higher education institutions. On the other hand, it is intended to promote greater sensitivity in society in general and reduce xenophobic attitudes and rejection towards migrant women. In this way, more inclusive institutions are ensured that attend to the migratory reality from a gender perspective. For this, six priority axes have been proposed, divided in turn into fifteen measures with their corresponding actions.

It must be considered that the four areas, as well as the measures and proposals for action oriented to the practice in which this work is organized, are proposed based on the information compiled and analyzed in the different contexts of study from the Multiple Case Study method that has been the backbone of the VIW project. Likewise, the E-Learning Plan has played a relevant role in the design of these measures. With this proposal, the common challenges, problems and needs faced by migrant women have been addressed from a practical approach. In each one of the areas, the measures and actions to be developed to achieve the proposed objectives and, in turn, indicators are proposed that will allow the achievement of the proposed measures to be quantified and corroborated. This shows the practical nature of this book of Policy Recommendations.





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## **AREA 1**

# **MIGRANT WOMEN NEEDS AND SUCCESSFUL INTEGRATION INTERVENTIONS**



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## **1.1. Introduction or Justification.**

Migratory processes and globalization have favored the development of greater cultural diversity in the contexts of arrival. This implies that the integration of migrants must be a priority of migration policies at the regional or municipal level. And within that priority, the integration of migrant women requires special attention in these policies.

Currently, the migratory legal order that guides integration policies lacks a gender perspective; they do not differentiate migrant women in their application, they do not take into account the particularities that women live in their migratory experience, as well as the gender inequalities they suffer along with the social disadvantages of being migrants. Therefore, it is important to make an effort to include gender mainstreaming in all public policies, including Immigration Law and Aliens Law. In other words, the gender perspective must be present in all phases of migration policies. In parallel, to promote equality between men and women, public authorities can adopt positive action measures or specific strategies in favor of women, so specific instruments and strategies are needed to guide the intervention.

The objective of this section is to establish a series of guidelines that help to eliminate the legislative, social and cultural barriers that hinder the social and labor inclusion of migrant women. In this sense, we present in this Area a series of recommendations articulated around different areas: Reception; Rights and administrative situation; Housing and Urbanism; Health; Education; Employment and Entrepreneurship; Social services; Citizen participation; Empowerment and Gender; Coordination of agent entities and actors. These areas are not the only ones, but they are the main ones to be dealt with by the competent Administration. In turn, they are the elements that have been determined as key by both migrant women, as well as by social entities and key agents that have participated in the Erasmus + Voices of Immigrant Women (VIW) project in which this book is framed about political recommendations.

## **1.2. Measures or Recommendations.**

**Measures 1. Define the First Reception processes for migrant women, including specific measures for those single women who arrive with minor children.**

### **o Action 1.1.: Streamline the Census Certificate or Registration processes.**

The census certificate or registration in local entities is a legitimate procedure for migrants, but with numerous obstacles and barriers. This registration is essential to access the rest of the municipal services and benefits (access to health, education, housing, etc.), in addition, this registration will serve as a means of proof of your permanence in the country.

We must take into account that the census certificate or registration in the census does not grant migrants any rights, it is only the verification of their existence in that municipality. However, it is the gateway to other resources and in many cases they encounter difficulties in carrying out this procedure, especially for migrants in a non-regularized administrative situation. Among the most common difficulties we find: the need for some type of personal credential such as a passport, which in some cases they do not have or have expired; Difficulty in accrediting a habitual address since the rental contract or property deeds are required.





As a measure, we recommend speeding up and simplifying the registration procedures in the Municipality to record the existence of migrants in the locality. In addition, the need to prioritize the registration of minors so that they can access school quickly, as a fundamental right, must be taken into account. In this sense, we propose actions such as: use of the police register to prove identity in case of lack of it; register those people who lack a fixed and stable home as seasonal workers, sub-renters, etc.; dissemination campaigns on the importance of registration for access to other resources and the confirmation that you reside in that municipality, which will facilitate the regularization of your situation; registration forms in different languages and allowing them to be completed in the language they know; streamlining of procedures, etc.

Since 2005, a procedure has been established in Spain (public BOE No. 71, Sec. 1, P. 25378) by which people without address can be registered, such as homeless people or migrants in an irregular situation with inadequate or insecure housing. However, the situation of insecurity experienced by many of these people makes it difficult to carry out this procedure.

○ ***Action 1.2.: Establish a process of Real Accompaniment continued over time.***

The accompaniment is an individualized action adapted to the needs and circumstances of migrant women. It is not the same migratory experience depending on the origin and how the process has been, the existence of certain elements that make reality very diverse, such as: if they come alone or with minors; if they have studies and documentation or not; if they have support networks; if they know the language, etc. Therefore, the accompaniment processes must be individualized taking into account the needs and situation of each woman, establishing individualized vital, social and labor itineraries.

In the accompaniment processes, a close relationship is established between professionals and migrant women, also providing moral support, security and connection with the context of arrival (health center, social services, school, etc.). Therefore, these processes cannot be delimited in time in a uniform way, but each accompaniment will require the times and spaces that the situation of each woman needs. In this sense, we propose that the accompaniment processes established by social entities be defined according to the needs of each woman and have the duration required by the circumstances. This process, in first reception, is fundamental since it gives migrants essential support in the face of the vulnerability in which they find themselves.

○ ***Action 1.3.: Improve the processes of Guidance, Information and Legal Support for Migrant Women.***

Specific actions of information, guidance and help are required in all administrative procedures that favor the rights of migrant women, especially the cases of women who are accompanied by minors or who have suffered cases of trafficking in women, gender violence, or situations of special vulnerability.

To this end, professionals from the public administration and social entities must have specific training in the rights of migrant women and how to guide and orient them effectively in their administrative procedures. We consider this point essential from the first reception, in order to establish a legal framework that gives security and protection to migrant women and minors.





**Measure 2. Improve the administrative processes that regulate the situation of migrant women, as well as guidance on their rights and regularization of their administrative situation, including the homologation of academic titles.**

- **Action 2.1.: Establish more efficient administrative processes and more agile procedures.**

Policies for the inclusion of the migrant population must have as a priority to guarantee rights and opportunities under equal conditions as the rest of the native population. However, we find ourselves with legislative barriers formulated by immigration policies and complex and time-consuming administrative requirements.

For this reason, it is necessary to improve the processes of social roots; roots regarding work or work permit for migrant women who are presented with the possibility of a contract, without the need for it to be full-time or three years after arriving in the destination society, as occurs in some countries; renewal of residence permits; requirements for family reunification; and speed up the times for processing appointments and preparing reports.

- **Action 2.2.: Have an Interpreter Service in public administrations.**

In order for the processes to be more agile and effective, not only are improvements to the procedures necessary, but communication must be effective and generate an interconnection between the professionals and the users of the service. In this sense, it has been detected that in the legal services of the public administration there are no professionals with training in linguistic and intercultural skills to carry out a good orientation and comply with the administrative procedures in an agile way. If migrants, including women, cannot communicate with the agents, they will not be able to know what procedures to follow and what paperwork to carry out, having the accompaniment of social entities as the only option. Added to this is the need for gender training, in order to establish the appropriate procedures that provide legal certainty to those migrant women who are accompanied by minors, victims of trafficking in women or gender-based violence.

- **Action 2.3.: Establish informative processes for the Homologation of Foreign Titles and streamline the procedures.**

This process is essential so that migrants can have access to a job based on the professional skills acquired. Many of the migrant women leave their contexts of origin without documentation on the formal training they have completed, and this is the main problem in being able to carry out this procedure. It is important to inform migrant women that this procedure must begin together with the process of municipal registration or the regulation of their situation, so as not to delay validation. In the same way, the rates to be paid must be reported and exceptions established due to a situation of vulnerability in certain cases. The administration could establish official contacts in certain procedures that are important, at least in the majority countries of origin of the migrants. For this, it is proposed to establish information campaigns on the procedures for the validation of studies, the fees to be paid depending on the level of studies, and the benefits of carrying out this procedure from arrival in the country of destination. On the other hand, it is important to streamline the procedures so that a work and training itinerary can be established in accordance with the skills acquired in the country of origin.





- **Action 2.4.: Gender training for agents of public entities that work with migrant women.**

This action seeks to train different professionals who work with immigrants on the stigma and discrimination associated with gender, sexual orientation, racism and xenophobia. In this way, the quality of the interventions is improved by eliminating misconceptions about gender inequality that cause a greater vulnerability of migrant women.

We consider it important to incorporate the gender perspective in the professionals who work with migrant women so that they can establish processes that favor greater equality between men and women, and do not reproduce stereotypes or gender bias.

### **Measure 3. Establish processes to promote the right of access to housing and planning of the urban territory that do not favor "cultural ghettos".**

- **Action 3.1.: Action program in neighborhoods or areas sensitive to migratory pressure.**

In these spaces it is essential to work for the integration of certain groups in other non-segregated spaces, for which there are social integration programs for excluded groups. These programs must consider the migrant population, and specifically migrant women, as people in a situation of social vulnerability, so they must be a target population to intervene and be able to favor their insertion in normalized contexts.

- **Action 3.2.: Expand the offer of officially protected housing aimed at migrants, especially migrant women accompanied by minors.**

Establish within the official protection housing plans a quota for migrant women, with special attention to those who are alone with minors in their care. For this, it is important that the information reaches migrant women through Social Services, Social Entities and Migrant Women's Associations.

- **Action 3.3.: Consolidate a rental housing offer aimed at migrant women managed by the public administration.**

In parallel, the supply of rental housing for migrant women must be revitalized and expanded so that there is an offer that meets the needs and at affordable prices. In order for this action to be carried out, it is necessary that the rental management be carried out by public entities with a service that manages a housing stock, access to housing, contracting the rental, communication with the owners, in order to be able to give the greatest possible guarantees against the risks and fears that arise for the owners. In turn, this service may have other functions such as monitoring the family, the needs of migrant women, home insurance, etc. in coordination with social services.

- **Action 3.4.: Incorporate the gender perspective and the intercultural dimension into urban plans to avoid the cultural segregation of spaces.**

The gender perspective and the intercultural dimension must be present in municipal urban plans, seeking to favor intercultural spaces, safe spaces for women, and fight against the cultural segregation of spaces that produces "cultural ghettos".





#### **Measure 4. Establish a gender and migration approach in the Health System.**

- **Action 4.1.: Information and Advice on the Health System.**

It is important to bear in mind that the migrant population usually arrives at the destination context without knowing the health system or their rights, and the migrant population in an irregular situation is more vulnerable, and in the face of any illness they do not go to the health system for fear of being deported. For this reason, it is necessary to establish awareness campaigns on the rights to the health system of migrants and what are the coverages that they and their families have.

We must not forget that in order to have access to the health system it is necessary to be in the municipal register, so this step must be prior to acquiring the health card.

- **Action 4.2.: Plans and actions for health care for migrant women.**

Health care not only depends on the regulatory and legal difficulties of access to the health system, but also on the meaning of health based on cultural and gender patterns. In this sense, the health of migrant women is not only affected by the legal situation, but also by social and work conditions, by losses in migratory grief (Ulysses syndrome), the emotional and physical cost, and by everything that surrounds the lived process. All this constitutes a risk factor for the health of migrant women, especially with regard to sexual and reproductive health. According to Ugarte Gurrutxaga (2020) we find that there is an inequity in the reproductive health of migrant women with respect to native women. This author points out that migrant women attend health centers less for pregnancy follow-up, even in those with pathologies prior to pregnancy, a worse perception of the care received, an unfavourable obstetric outcome, less access to and use of the health system, and differences in the reproductive health care process: pregnancy, childbirth and puerperium.

For this reason, it is necessary to establish plans and actions aimed at migrant women with priority actions such as reproductive health and continuous monitoring. It is recommended to include in the health protocol to which irregularly arrived migrants have access, the gynecological check-up for women. Likewise, for minors and adolescents who have undergone a mobility process, it is recommended that a more complete medical examination be included in the health protocol, due to all the difficulties or traumas that they may have suffered.

- **Action 4.3.: Training on gender and migration for health system professionals.**

In order to establish a series of plans and actions in the health field, it is crucial that health professionals have specific training in gender and migration.

It is important to establish training processes that favor knowledge of cultural and religious factors in health; verbal and non-verbal communication in multicultural contexts, health care and cultural diversity; attention to migrant women victims of Female Genital Mutilation, women victims of trafficking for the purpose of sexual exploitation, gender violence and migrant women, sexual and reproductive care, emotional state and losses, as well as other realities that are present in situations of inequality of migrant women.

For this, it is important to provide content and methodological tools so that health personnel can incorporate this knowledge into their professional practice.





## **Measure 5. Establish training and educational processes to improve the training of migrant women.**

### ○ **Action 5.1.: Linguistic and cultural training.**

To favor the inclusion of migrant women in the society of arrival, it is important to acquire a series of tools that favor interconnection with the native population. In other words, it is necessary to acquire the majority language of society, as well as to know the cultural elements that help to understand social phenomena and events, simultaneously establishing processes that favor the maintenance of the mother tongue and culture. It is not about assimilating the language and culture, abandoning the original ones, but about knowing in order to understand and socialize.

### ○ **Action 5.2.: Training in rights and gender equality.**

Another important element for the enjoyment of rights and social inclusion of migrant women is knowledge of their rights and access to them, and for this it is necessary to establish training processes that help migrant women to access these rights.

No less important is training in gender equality, since they must know the rights of women in Western societies, what gender transformations are generated as a result of migratory processes when coming into contact with other cultural realities, what to do in situations gender discrimination, or how to act against gender violence. Elements such as self-esteem and cultural identity, care, or time management should also be included.

### ○ **Action 5.3.: Initial Training and Continuing studies.**

From the Public Administration, regulated training itineraries should be contemplated that integrate migrant women into the educational system for cases in which they must begin studies from primary school to continue studies in professional training or university training. In some cases, migrant women arrive without regulated studies, so they must start from the most basic levels; on other occasions they carry out the validation of qualifications and continue higher studies; and there are cases in which they have not been able to obtain the necessary documentation to homologate their degrees and the appropriate procedures must be established so that they can continue their studies. For this, the educational system must articulate procedures and tests that contemplate the continuation of the studies of this group.

### ○ **Action 5.4.: Training in employability and entrepreneurship.**

Labor insertion is one of the pillars of social integration. Without the possibility of obtaining resources that favor independence and professional and personal development, the social participation of migrant women is very difficult. For this reason, it is necessary to establish training programs from Public Entities and Social Entities that promote the employability of migrant women, in two directions: insertion in the labor market and entrepreneurship. For this, migrant women need professional training and to know the possibilities that the labor market offers for their professional insertion or to start a line of business, with the idea of individually planning their occupational project, how to carry out an active job search, job selection, professional profile and labor market demand, professional performance in the job, how to plan self-employment and entrepreneurship to make it viable, etc..





## **Measure 6. Employment and Entrepreneurship.**

- ***Action 6.1.: Develop specific services to favor labor insertion and entrepreneurship of migrant women.***

Migrant women, due to their situations of special vulnerability, need a series of resources that they know, understand, and are aware of the reality they live in, in order to establish individualized itineraries to support labor insertion or entrepreneurship for this group. The proposal of specialized services to attend to the needs of migrant women in the workplace is determined by all the situations of labor discrimination that they suffer because they are women, migrants, and with lived migratory realities and processes that put them in situations of vulnerability in the labor market (lack of protection, low salary, labor and sexual abuse, sometimes in irregular situations, etc.). It is important to point out the need to take into account the situation of migrant women who come alone with dependent minors, since this makes it even more difficult for them to enter the labor market.

For example, in the case of women with dependent minors under 3 years of age, it is necessary to facilitate access to nurseries, through a risk report from the Social Services of the City Councils, so that they can have time to learn the language or training.

- ***Action 6.2.: Improve information, advice, support and accompaniment processes.***

Parallel to training, it is essential that migrant women have at their disposal a series of resources to obtain information, advice and support in the workplace. Establish communication channels, information networks, dissemination of experiences, meetings, in order to promote the employability of migrant women and generate creative ideas for self-employment and entrepreneurship. In relation to entrepreneurship, it is important to point out that in order for the business ideas that may arise to be developed, it is necessary to accompany them over time so that they can guide, advise and seek solutions to the situations that may be found in their application. For this you can count on other entities such as Universities, Chambers of Commerce, Associations of Migrant Women, etc.

- ***Action 6.3.: Establish coordination processes between social entities, migrant associations and the competent public administration in the labor field.***

Sometimes isolated programs and actions are developed that would have a greater impact if resources are optimized through coordination between Public Administrations, Social Entities and Migrant Women's Associations. For this reason, it is important to improve communication channels, so that information flows and there is a continuous exchange of needs, demands and actions in the workplace.

## **Measure 7. Social Services and Social Entities.**

- ***Action 7.1.: Promote Intercultural Mediation in Social Services and Social Entities.***

Intercultural Mediation is an essential process for the relationship between migrant families, social services and the community, in order to favor processes of participation and social inclusion. For this reason, we consider it necessary to have Intercultural Mediation programs in Social Services and social entities.





It is important to start from the fact that Mediation is a program for conflict prevention and promotion of citizen participation in multicultural spaces, developing proposals for intercultural contact. It is a resource made up of intercultural mediation professionals with training in cultural diversity and knowledge of mediation techniques and procedures.

- **Action 7.2.: Improve coordination between public entities, social entities and migrant associations.**

As we have pointed out, we consider coordination between all the agents involved in the social integration of migrant women to be crucial. It is important that both horizontal and vertical communication structures and channels are consolidated at the municipal level so that information flows, and all the actions that are being carried out have greater support and greater impact among the target population.

- **Action 7.3.: Strengthen the resources and services of social entities through an economic support system that allows continuity in the resources, services and programs offered.**

One of the issues most demanded by social agents is the non-continuity of services and resources due to lack of funding, since their resources depend on the Public Administration and their programs and actions are developed based on the annual funding they receive. A consolidation system is proposed for those programs and services that have the desired impact and that favor the integration of migrant women, as well as a continuity of the human resources that manage said services.

#### **Measure 8. Promote greater Citizen and Political Participation of Migrant Women through different mechanisms of active participation.**

- **Action 8.1.: Establish Forums for Citizen Participation and Policies for Migrant Women.**

that help define and eliminate the patriarchal and structural barriers that exist in society and that limit the social, political and community participation of migrant women, so that this group can actively participate in the social dialogue of social policies and migration and in the construction of political agendas.

These forums seek the participation of professionals and social agents who work in the field of intervention with migrant women, but in a very special way they are aimed at migrant women through Migrant Women's Associations, whose role is essential in the design of policies that favor their citizen participation in the immediate social environment.

- **Action 8.2.: Strengthening of Women's Associations.**

The association of migrant women is an essential tool for promoting citizen and political participation, while helping to eliminate social isolation and the loneliness and migratory grief that many of these women may experience. It is a space of solidarity, of collective mediation and negotiation, of joint construction; a tool that serves so that they can transfer their needs and claims to society and public entities. It is important to promote and strengthen the Associations of Migrant Women through the Forums and to establish channels of communication between the Associations themselves and between the Associations and public and social entities.





○ ***Action 8.3.: Development of intercultural spaces aimed at exchange and interconnection.***

For social cohesion to occur, interconnection is necessary, and for this it is important to configure multicultural spaces that favor exchange and contact. Making policies that fight against spatial segregation means looking for solutions and alternatives that favor an organization of the city that flees from the "ghettoization" of the neighborhoods in the municipalities. The construction of the spaces must take into account the existing cultural diversity and how the social relations between the citizens of that environment are configured, in order to seek a cohesive social fabric. The construction of intercultural cities seeks to take advantage of diversity and promote the interaction of all the people who inhabit it, and for this all public and social estates and entities must be involved.

**Measure 9. Empowerment and Gender. Gender violence.**

○ ***Action 9.1.: Gender training for professionals from public entities and social entities that intervene with migrant women.***

As stated in different regulations at the international, national and regional level, it is important from all areas to work for effective equality between men and women, and for them the professionals involved must include the gender perspective in all their activities. And in the case of intervention with migrant women, a gender perspective is necessary to help them detect gender bias and discrimination, provide them with an understanding of the barriers of the patriarchal society, and develop a series of skills that help them intervene with migrant women from a gender perspective. Otherwise, many of their actions may continue to favor the gender inequalities suffered by this group.

○ ***Action 9.2.: Training in cultural diversity for professionals from public entities and social entities that work against gender violence.***

As in the case of gender training, specific training is also required to intervene in multicultural contexts, and professionals from the public administration and social entities that work for women's equality and against gender violence they must have training in intercultural skills, to be able to intervene taking into account the cultural diversity of each woman they serve, avoiding falling into stereotypes, prejudices, xenophobia and racist attitudes.

○ ***Action 9.3.: Gender training aimed at Migrant Women's Associations.***

The Migrant Women's Associations are tools close to women, who know their needs, their demands and the reality they live. However, sometimes they find themselves without tools or without knowledge about the services, resources and rights they have, or what to do if they come across cases of migrant women who are victims of trafficking for labor or sexual exploitation, or victims of gender-based violence. For this reason, it is necessary to establish a training plan aimed at Migrant Women's Associations to help them guide and advise women who attend these associations. In turn, this training helps improve coordination between the agents involved.



- ***Action 9.4.: Inclusion of cultural diversity in the guides against Gender Violence and favor accessibility.***

An important element for the fight against gender discrimination and gender violence is to incorporate cultural diversity into the guides prepared by public entities and social entities. Many of these guides in their written and visual communication do not take into account the diversity of women, and specifically migrant women, and elements that can be represented in these materials should be incorporated. In the same way, it is important to make an effort to make this material accessible: translate it into different languages, understandable language, inclusion of cultural patterns, access online, distribution in spaces close to these women: associations, schools, municipal centers, markets, etc. shops etc.

- ***Action 9.5.: Information campaigns and specific materials for migrant women.***

Specifically, given the reality of migrant women conditioned by their administrative situation as to whether they have a stay or residence permit, it is important to design an information campaign aimed at migrant women against gender and labor discrimination, as well as against gender violence. For the development of these campaigns, Migrant Women's Associations can collaborate as well as companies and can be developed in the immediate surroundings of these women. Have specific material that guides and orients migrant women on issues of right of residence, labor rights, housing, education and school, health system and right to health, citizen participation and associations, gender discrimination and gender violence, etc. they contribute to giving security to migrant women and to the conscience of legal subjects.



**1.3. Monitoring and evaluation of the proposed measures.**

**Area 1 - Migrant women needs and successful integration interventions**

MEASURE	ACTION	INDICATOR	INDICATOR DEFINITION	LEVEL TO REACH	SOURCE OF INFORMATION PROPOSED TO MEASURE THE INDICATOR (if possible)
<b>MEASURE 1</b>	<i>Action 1.1.</i>	Application for census certificate	Number of Census certificates requested by migrant women	No. requested	Councils
		Census certificate	Number of Census certificate granted by migrant women	No. requested / No. granted	Councils
		Information campaigns on Census certificate	2 campaigns carried out per year	YES/NO	Councils and Social Entities
	<i>Action 1.2.</i>	Accompanying protocol	Existence of a protocol	YES/NO	Social Entities
		Duration of accompaniment	Duration of individualized accompaniment itineraries	More than 6 months	Social Entities
	<i>Action 1.3.</i>	Protocol of information and legal orientation	Existence of a protocol	YES/NO	Councils and Social Entities
		Guidance and information services for migrant women	Existence of the service	YES/NO	Councils and Social Entities
Information campaigns on legal guidance		2 campaigns carried out per year	YES/NO	Councils and Social Entities	
<b>MEASURE 2</b>	<i>Action 2.1.</i>	Requests made	Number of requests for regulation of the administrative situation made	Number of Registered Requests	Public Administration
		Response times	Time elapsed from the start of the process to the resolution	25% reduction in response times	Public Administration
		Availability of information and applications in different languages	Public information on procedures and applications available in different languages	YES/NO	Public Administration
	<i>Action 2.2.</i>	Interpreter Service	Existence of the Interpreter Service in the management of administrative processes	YES/NO	Public Administration
	<i>Action 2.3.</i>	Informative campaigns on degree homologation processes	2 campaigns carried out per year	YES/NO	Public Administration and Social Entities
		Procedures and applications translated into different languages	Public information on the procedures for homologation of qualifications and applications available in different languages	YES/NO	Public Administration
		Response times	Time elapsed from the start of the process to the resolution	25% reduction in response times	Public Administration
	<i>Action 2.4.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration





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		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration
<b>MEASURE 3</b>	<i>Action 3.1.</i>	Program/Action Plan	Development of an Action Plan in sensitive areas due to migratory pressure	YES/NO	Public Administration
	<i>Action 3.2.</i>	Quotas for the purchase or rental of officially protected housing	Existence in the official protection housing offer of a quota for migrants, especially for migrant women alone or accompanied by minors	YES/NO	Public Administration
	<i>Action 3.3.</i>	Rental management service for migrants, especially migrant women alone or accompanied by minors	Creation of a Service that manages the rental and performs a follow-up	YES/NO	Public Administration
	<i>Action 3.4.</i>	Urban plans with a gender perspective and the intercultural dimension	Incorporate the gender perspective and the intercultural dimension into the urban plans of the City Councils	YES/NO	Public Administration
<b>MEASURE 4</b>	<i>Action 4.1.</i>	Information campaigns on the right to health and the health system of migrant women	2 information campaigns per year	YES/NO	Public Administration of the health field and Social Entities
		Informative posters and brochures translated into different languages in health centers and entities	Existence of translated Posters and Brochures	YES/NO	Public Administration of the health field and Social Entities
		Informative talks to migrant women's associations	At least 1 informative talk in each association of migrant women at the municipal level	YES/NO	Public Administration of the health field and Associations of Migrant Women
	<i>Action 4.2.</i>	Health care protocol for migrant women for health professionals	Preparation and dissemination of the protocol	YES/NO	Public Administration of the health field
		Review of language and verbal and non-verbal communication in health care for migrant women	Non-sexist and intercultural communication	YES/NO	Public Administration of the health field
	<i>Action 4.3.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the health field
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration of the health field
Satisfaction Index		Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the health field	
<b>MEASURE 5</b>	<i>Action 5.1.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Social Entities
	<i>Action 5.2.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Social Entities





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		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Social Entities	
	Action 5.3.	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities	
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration of the educational field and Social Entities	
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities	
	Action 5.4.	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration, Social Entities and Companies	
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration, Social Entities and Companies	
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration, Social Entities and Companies	
	<b>MEASURE 6</b>	Action 6.1.	Specialized job orientation and entrepreneurship services for migrant women	Existence of the service in public entities and social entities at the municipal level	YES/NO	Public Administration and Social Entities
		Action 6.2.	Information campaigns aimed at migrant women on labor rights and entrepreneurship	2 information campaigns per year on labor rights and entrepreneurship	YES/NO	Social Entities and Public Administration
Informative posters and brochures translated into different languages			Translated and distributed posters and brochures	YES/NO	Social Entities and Public Administration	
Talks to Migrant Women's Associations on job placement and entrepreneurship			At least 1 informative talk in each association of migrant women at the municipal level	YES/NO	Social Entities and Public Administration	
Action 6.3.		Coordination meetings	No. of coordination meetings held between Public Entities, Social Entities and Associations of Migrant Women on job placement and entrepreneurship	At least 3 meetings a year	Administración Pública, Entidades Sociales y Asociaciones de Mujeres Migrantes	
		Minutes and Agreements	Publication of the Minutes and Agreements agreed upon in the coordination meetings where the actions established for the labor improvement of migrant women are reflected	YES/NO	Public Administration, Social Entities and Associations of Migrant Women	
<b>MEASURE 7</b>	Action 7.1.	Professionals with training in Intercultural Mediation	At least 1 professional with training in Intercultural Mediation in Social Services and in Social Entities that serve migrant women	YES/NO	Public Administration and Social Entities	
	Action 7.2.	Coordination meetings	No. of coordination meetings held between Public Entities, Social Entities and Associations of Migrant Women	At least 3 meetings a year	Public Administration, Social Entities and Associations of Migrant Women	





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		Minutes and Agreements	Publication of the Minutes and Agreements agreed upon in the coordination meetings where the actions established to improve coordination between entities are reflected	YES/NO	Public Administration, Social Entities and Associations of Migrant Women
	<i>Action 7.3.</i>	Fixed budget item by the public administration for the maintenance of social entities	Establishment of a minimum budget for the maintenance of social entities	YES/NO	Public Administration
<b>MEASURE 8</b>	<i>Action 8.1.</i>	Development of Forums for Citizen Participation of Migrant Women	Holding Forums in coordination with migrant women's associations, public entities and social entities	At least 2 forums a year	Public Administration
	<i>Action 8.2.</i>	Fixed budget item by the public administration for the maintenance of migrant women's associations	Establishment of a minimum budget for the maintenance of migrant women's associations	YES/NO	Public Administration
	<i>Action 8.3.</i>	Intercultural Meetings	Celebration of Intercultural Meetings	At least 3 activities per year on intercultural encounters	Public Administration, Social Entities and Associations of Migrant Women
<b>MEASURE 9</b>	<i>Action 9.1.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration and Social Entities
	<i>Action 9.2.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration and Social Entities
	<i>Action 9.3.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Public Administration and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration and Social Entities
	<i>Action 9.4.</i>	Guides against gender violence with an intercultural perspective	Revision and Publication of the Guides against Gender Violence with an intercultural perspective, including the cultural dimension	YES/NO	Public Administration and Social Entities
	<i>Action 9.5.</i>	Information campaigns and Specific Materials aimed at migrant women on empowerment and gender violence	2 informative campaigns per year and dissemination of Specific Materials	YES/NO	Public Administration and Social Entities





**VOICES OF  
IMMIGRANT  
WOMEN**

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## **AREA 2**

# **PROMOTING UNIVERSITY STUDENTS AWARENESS AND CIVIC AND SOCIAL RESPONSIBILITY TOWARDS MIGRANT WOMEN INTEGRATION**



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## **2.1. Introduction or Justification.**

The recommendations proposed for the promotion of university students' awareness and civic and social responsibility towards migrant women integration sector follow the results obtained from the set of interviews conducted with migrant women by all the Voices of Immigrant Women partners. They also take into account the contents and approaches of the modules proposed in the E-learning package which highlight the problems of the migratory process from a gender perspective. From a transnational perspective it is intended that the set of recommendations constitute a reinforcement of the instruments regulating migration and affirm specific needs that should be considered in the process of university students' awareness and civic and social responsibility towards migrant women integration.

Intercultural mediation at many sectors (e.g., education, employment search, healthcare, welfare, legal issues, housing, culture and coexistence) allows people to participate in the care system and to express themselves. The role of mediators is to facilitate the contact, and for the immigrants to be aware of the role they can take up in the contact with the practitioner. Awareness towards civic participation and social responsibility for migrant women can help them to settle in, develop rights under democratic means of expression. Based on MIPEX's Policy Indicators (Solano & Huddleston, 2020)<sup>3</sup> civic engagement is the weakest sector of integration policy (25/100). The majority of migrant women are granted with limited prospects to be engaged with the policies that impact them. They have restricted local voting rights in many EU Members-States. They do not always get support from consultative bodies at local level or migrant community organizations/associations (Fouskas, 2021). Their opportunities for integration differ enormously from EU country to country. The results obtained through the Voices of Immigrant Women project, through the Mapping of Case Studies and contents of the e-learning package, show that women face multiple obstacles in the field of integration, which consequently lead to multiple difficulties. Thus, ensuring availability of essential services for migrant women is crucial (UN Women, 2021).

Thus, emphasis therefore should be on their integration. The dynamics identified by the Voices of Migrant Women have resulted in the identification of the necessity for awareness and civic and social responsibility comprising drivers of inclusion for migrant women. The framework of recommendations is designed for an intervention in nine (9) priority axes in higher education, followed by measures and actions which correspond to specific inclusion measures from a gender perspective and directed to civic and social responsibility for migrant women integration.

### **AXIS I - FEMALE MIGRATORY MOVEMENTS: PROFILE, MOTIVATIONS, ROUTES, MIGRATORY PROCESSES, VULNERABILITY OF MIGRANT WOMEN, IMPACT ON THE SOCIETY OF ORIGIN, ON THE SOCIETY OF ARRIVAL AND ON THEIR LIVES, ETC.:**

The objective of this axis is to create awareness on the different means, reasons and patterns of migration from a gender perspective. It aims to 1) put emphasis on women migrant's agencies and diversities in order to break the stereotype of passive victimhood (Biligha Tolane 2017); 2) take into consideration the resources,

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<sup>3</sup> MIPEX index is a comprehensive, reliable and tool to compare integration policies across Europe and the world. <https://www.mipex.eu>





knowledge and personal combativeness that women migrants have developed up to the present; 3) understand the violence and traumas faced by women migrants through a globalized understanding that sheds light on the globalized problems of capitalistic/patriarchal/colonial exploitation; 4) take seriously the needs and aspirations of women migrants within their host society.

#### **AXIS II - EMPLOYABILITY AND ENTREPRENEURSHIP:**

The first objective of this axis is to draw emphasis on the paradox between 1) *on one hand*: the need for women migrants' workforce in the labor market; the way women migrants tend to be praised by their employers for their hard work; 2) *and on the other hand*, the administrative barriers that prevents women migrants from accessing legal certainty; the state repression they face by not being able to have their papers regularized which expose them to deportation.

The second objective is to highlight the paradox women migrants face by 1) being encouraged to integrate through entrepreneurship and creating their own enterprise, while 2) lacking social support to overcome financial/administrative barriers involved in the process of creating one's own enterprise. The lack of state support results in the trapping women migrants in relations of dependency with communities of belongings that normalize exploitative abuses.

#### **AXIS III - KNOWLEDGE ABOUT THE LEGAL REALITY OF MIGRANTS, THEIR RIGHTS AND SERVICES. IMPORTANCE OF THE MOMENT OF THE FIRST RECEPTION:**

This axis aims to highlight the gap between legal rights women migrants have in theory and aporetic realities. It calls to problematize 1) the state responsibility in not providing women migrants access to their legal rights; 2) how women migrants tend to survive in host society through exploitative. The importance of the moment of the first reception is central to 1) inform women on the way to access, defend and protect their rights; 2) to integrate them in new social networks; 3) to help them break from closed and grey networks out of law.

#### **AXIS IV - INTERCULTURAL MEDIATION:**

The objectives of this axis include the definition of cultural mediation, highlight the main difficulties in the process of inclusion and the understanding of the role of the mediator assisting and strengthening migrant women, detecting what is going wrong and reporting it. Lack of intercultural mediation conserves rights unawareness from the part of migrant women and without intercultural efficiency and representation, proper consultation renders impossible them (Theodosiou, and Aspioti, 2016; Erdilmen, 2021).

#### **AXIS V - INTERVENTION STRATEGIES IN MULTICULTURAL CONTEXTS WITH A GENDER PERSPECTIVE:**

The objectives of this axis include the understanding i) that gender equality from an interculturality perspective is based on the struggle for women's rights, considering ethnic inequality being a major obstacle for women and ii) the importance of cultural rights, the right to cultural diversity.

preventing and combating all forms of violence against women is the result of an axiologically based treatment that has resulted in a set of international and national regulations that cannot be ignored. The university space should have as one of its main objectives to train for non-violence based on gender and to be a promoting agent of codes of conduct that promote equal opportunities and equality in difference.





**AXIS VI - GENDER VIOLENCE AND VULNERABILITY IN MIGRANT WOMEN. RESILIENCE STRATEGIES. SONORITY:**

Migrant women and girls are likely to experience a continuum of gender-based violence at all stages of migration, from bullying and verbal, physical and psychological abuse to sexual violence (Hofstede, Pedersen, and Hofstede, 2002). Gagnon and Stewart, 2014). A combination of training programmes, additional support and the sharing of best practices can strengthen awareness-raising of university students.

**AXIS VII - KNOWLEDGE OF OTHER CULTURES, CULTURAL COMPETENCE:**

Cultural competence comprises an important skill set for the 21st century. Developing cultural competence benefits all comprehend, interconnect with, and efficiently interact with people across cultures (De Guzman et al, 2016). It offers the ability to compare dissimilar cultures with our and understand more the differences. A combination of training programmes and sharing of best practices can help university students to develop cultural competence.

**AXIS VIII GLOBAL CARE CHAIN:**

Global care chain would not be possible without female migration. It is based on globalized patriarchal, colonial and capitalist patterns of dominations that put women at the core of multiple burdens. However, women working in the care sector tend to be invisible and lack legal protection, which make them very vulnerable. It is thus highly recommended that the EU policymakers increase their pressure upon State level to protect and regulate the care sector - especially domestic work -- which traps a majority of migrant women in relations of high dependency towards their employers; and often lead to modern day slavery (Levy 2016; Ricard-Guay and Maroukis 2017).

**AXIS IX - RESOURCES TO WORK WITH STUDENTS FOR AWARENESS AND TRAINING IN GENDER AND CULTURAL DIVERSITY: SOCIAL THEATER, VIDEO-FORUM, UNIVERSITY RADIO, ANALYSIS OF PRESS CONTENT, EXHIBITIONS, ETC.:**

Arts and culture have a key role to play in different ways: 1) empower migrant women in their host societies by expressing their voices/imaginaries/ and cultures in vivid ways that deconstruct racial and gender stereotypes and other assigned identities; 2) create spaces of healing through equalitarian pedagogies and shared experiences; 3) understand the problems of domination and oppression they encounter from their direct perspectives and for their own needs; 4) create more intercultural and intersubjective dialogue that take into account schemes of differences, inequalities, and power relations while at the same time creating a space that creates more equal, human and empathic relations. However, the importance of arts and performance (theatre, music, dance, etc.) play in research and development tend to be underestimated despite scholars having discussed their efficiency (Nicholson 2016; Etherton and Prentki 2006).





## **2.2. Measures or Recommendations.**

### **AXIS I - FEMALE MIGRATORY MOVEMENTS: PROFILE, MOTIVATIONS, ROUTES, MIGRATORY PROCESSES, VULNERABILITY OF MIGRANT WOMEN, IMPACT ON THE SOCIETY OF ORIGIN, ON THE SOCIETY OF ARRIVAL AND ON THEIR LIVES, ETC.**

#### **Measures 1. To raise students' awareness of the migratory journey and vulnerabilities of migrant women.**

This measure proposes the presentation in seminars of the migratory journey of women who decide to leave their society. It is therefore important that the students are aware of the difficulties faced by these women and the diversities of existing realities, so that they can help to provide solutions for the care of migrant women.

- **Action 1.1.:** Training that takes into account the complexity of the issue of female migration.
- **Action 1.2.:** Workshops with professionals: it helps them to understand the socio-educational issues and be able to provide appropriate responses to the different situations of migrant women.

#### **Measure 2. Raising awareness on the issues of migration and the place of migrant women in the host country.**

The issues of migration and the place given to migrant women in our societies have been questioning our relationship to otherness in the public space for decades. This measure allows us to focus on inclusive processes in the national and international framework.

- **Action 2.1.:** Courses and training that contribute to a better understanding of migration and development issues, through an interdisciplinary approach.
- **Action 2.2.:** Meetings and exchanges with professionals working with migrant women. It favors to acquire up-to-date knowledge on migration.
- **Action 2.3.:** Activities with students aiming to develop their capacity to analyze the place of migrant women in the host country.

### **AXIS II - EMPLOYABILITY AND ENTREPRENEURSHIP.**

#### **Measure 3: Awareness raising of national contradictions (legal rights VS barriers).**

- **Action 3.1.:** Seminars with a comparative approach presenting the labor market situation for migrants in EU countries. The comparative approach facilitates the comprehension of national contradictions when it comes to migrants' right in the labor market. It's important to take into account the existent advocacy work towards the EU Commission to increase pressure upon States that don't respect migrants' rights and foreigners' rights in the labor market.
- **Action 3.2.:** Workshops with professionals and experts on the issues concerning migrants in the labor market, in order to conclude recommendations and measures improving long-term employability of migrants and their integration in the national labor market.



**Measure 4: Raising awareness of the challenges and barriers that migrants encounter.**

Migrant women are still highly subject to inequalities and injustices when faced with their integration into the labor market. They are already more likely to be affected by unemployment and precarious work. Migrant women face multidimensional challenges that hinder their integration even more than migrant men. Thus it's important for university students to have a better understanding of the barriers preventing migrants from a successful integration.

- **Action 4.1.:** Courses on the challenges and barriers in the labor market for migrants. It helps to combat stereotypes among the students.
- **Action 4.2.:** Campaign in universities by collecting stories from foreign students who work to support their needs. This comparison of situations favors a better comprehension of the equality barriers that migrants have to face to in the labor market.
- **Action 4.3.:** Promoting the engagement of students in the fieldwork and actions providing assistance to migrants: partnership with associations, volunteer services of students in the NGO's, etc.

**AXIS III - KNOWLEDGE ABOUT THE LEGAL REALITY OF MIGRANTS, THEIR RIGHTS AND SERVICES. IMPORTANCE OF THE MOMENT OF THE FIRST RECEPTION.**

**Measure 5: Provide legal training on the rights of migrants.**

This measure aims to present the legal rights of migrants and the legal reality in their daily life through courses, workshops and exchanges with the different actors. It raises the awareness of students and help them to understand better the theoretical legal rights of migrant and the legal reality that migrants live every day.

- **Action 5.1.:** Training and courses on the legal rights of migrants. This training protocol introduces a general framework on the legal rights of migrants, with the intervention of jurist or professionals working with migrants. The key notions and legal procedures can help students for a better understanding on the migrants' rights in different national context.
- **Action 5.2.:** Workshops with associations providing services for migrants in legal assistance, social work, health care, etc. it's important for the students to have information about how these services work on the national and local level and how the migrants can or not obtain and defend their rights.

**Measure 6: Fieldwork and immersion with the associations/institutions providing services for migrants.**

This measure aims to refine the students' knowledge about the legal reality of migrants, their rights and services. It facilitates the analyses on the action and fieldwork reality, especially the gap between the rights and the various barriers that prevent the migrants accessing to their rights. Students can have a concrete view through their experiences and obtain information in depth on the

- **Action 6.1.:** Students are asked to work with the professionals and volunteers in different services offering legal assistance to migrants. Analyses and resume of this experience will be discussed on the comparative perspective.



- **Action 6.2.:** Conduct interviews with migrant women by students. This action would allow the students to deepen their knowledge about the legal reality of migrant women.
- **Action 6.3.:** Producing the leaflets with professionals and migrants by students – this work tool helps students to summarize the information on the migrants' rights through the measures of this axis. These leaflets will be distributed to migrants by students. It's important to collect the feedback of migrants.

#### **AXIS IV - INTERCULTURAL MEDIATION.**

##### **Measure 7: Good practices of intercultural mediation.**

“Intercultural mediation” includes the intercultural aspect of communication, the mediation of knowledge and information between members of different backgrounds, the capacity-building, as rebuilds transitional structures between individuals, societies/communities and the state. «Intercultural interpretation» refers to the oral transmission (usually consecutive interpreting) of the spoken word from one language into another, taking into account the social and cultural background of the conversation participants. This measure is designed to present to the university students the best practices in the field of intercultural mediation and propose information and training sessions on the importance of mediation. It allows participants to engage with needs of migrant women and comprehend the intervention under the role of mediators.

- **Action 7.1:** Awareness-raising actions for university students to promote the role and its importance for migrant women;
- **Action 7.2:** Training actions e.g., “Be an intercultural mediator for a day” in order to delve into the role of intercultural mediator;
- **Action 7.3:** Visits to NGOs and International Organizations to work with intercultural mediators in the field;
- **Action 7.4:** Learning of innovative technologies in mediation: From face-to-face intercultural mediation to intercultural mediation via videoconferencing.

##### **Measure 8: Volunteer practice for university students via universities in intercultural mediation within hospitals, schools, administrative procedures along with experienced mediators.**

Learning how to provide mediation services could support migrant women to become autonomous and deal with a new, incomprehensible new environment. This measure aims to offer practical knowledge to the university students regarding intercultural mediation by working alongside trained mediators and interpreters. It allows participants to work alongside mediators on the field and contribute to the provision of services towards migrant women. When working with individuals from different cultural backgrounds, it is valuable to learn information regarding their cultural practices, values, and beliefs.

- **Action 8.1.:** Highly trained mediators will work with student volunteers on the field, learn about methods and applications;
- **Action 8.2.:** Highly trained interpreters will work with student volunteers on the field, learn about methods and applications.





## **AXIS V - INTERVENTION STRATEGIES IN MULTICULTURAL CONTEXTS WITH A GENDER PERSPECTIVE.**

### **Measure 9: Looking through history to move forward: Generate knowledge about the multiple discriminations faced at local level.**

Gender perspective should be central to migratory policies and policies for the social integration of migrant women (Cárdenas-Rodríguez, Gámez and Casado, 2019). This measure is designed to present the problems and make proposals for intervention and strengthen their civic participation of migrant women at local level. It will introduce content related to history, and position of ethnic minorities via a gender focus so as aware of the oppression, subordination suffered by migrant women.

- **Action 9.1.:** The creation of spaces for dialogue that bring together the different cultural groups and background that live together with equal participation by women and men, to generate knowledge about the multiple discriminations faced;
- **Action 9.2.:** Workshops on history of struggles of women of different cultural groups for their rights;
- **Action 9.3.:** Workshops and creation of a manual based on cultural characteristics of migrant women (e.g., Asia, Africa, M. East) to raise awareness of gender specificities.

## **AXIS VI - GENDER VIOLENCE AND VULNERABILITY IN MIGRANT WOMEN. RESILIENCE STRATEGIES. SONORITY.**

### **Measure 10: Strengthen gender-responsive orientation sessions at all stages of migration to include information on the risk of gender-based violence against women, including trafficking, and on safe migration.**

Contributing to the development of resilience strategies and sustainability of inclusive support services in cases of GBV against migrant women is central. It is important to collect, analyze and disseminate data on migrant women's experiences of violence as well as responses against GBV. Also, trafficking is one of the worst forms of violence against women migrants. This measure aims to provide participants with the appropriate information and tools to comprehend GBV and support migrant women victims of gender-based violence at all stages of migration and acquire data on the risks both for regular and irregular migration.

- **Action 10.1.:** Workshops on standardized GBV terminology, data collection tools and incident classification to harmonize data and comparability across studies and regions;
- **Action 10.2.:** Workshops with talks by professionals working at the field of gender violence identification of victims.
- **Action 10.3.:** Talks with migrant women how have experienced GBV.

### **Measure 11: Combat gender violence and vulnerability against migrant women in society.**

Gender-based violence is a vicious form of discrimination and a abuse of fundamental rights and is seriously under reported. Gender-responsive and evidence-based actions, could have a central part in decreasing – with the goal to eliminate– violence against migrant women and improve service provision to survivors. This measure aims to raise awareness on combating all forms of forms of gender-based violence and on victims'





rights against women and addressing relevant aspects, clarifying the specificities of migrant women as victims.

- **Action 11.1.:** Workshops with experiences of migrant women on forms of gender-based violence.
- **Action 11.2.:** Workshops gender violence on incidents and forms of resilience and responses.
- **Action 11.3.:** Leaflets on the main rights and methods of reporting such cases.

## **AXIS VII - KNOWLEDGE OF OTHER CULTURES, CULTURAL COMPETENCE.**

### **Measure 12: Activities and social events that encourage awareness of cultural competence.**

Culture is comprised by shared beliefs, values, activities that are shaped by traditions, history, religion, geography, race, ethnicity and language and is always changing. Cultural competence consists the ability to comprehend and interact with individuals across cultures. The acquisition of cultural competence is an ongoing process of developing self-awareness, social skills and actions regarding diversity. This measure aims to promote awareness on cultural characteristics from populations, promote multiculturalism under an active learning and effective engagement with migrant women's culture. Learning about the languages in their countries/communities or every day and religious traditions can help all comprehend and interact with various backgrounds.

- **Action 12.1.:** Organization of workshops to learn cultural characteristics from population around the world and compare them.
- **Action 12.2.:** Events to promote multiculturalism under an active learning, effective engagement with migrant women's culture and create a welcoming environment.
- **Action 12.3.:** Leaflets on the main characteristics of other cultures.

## **AXIS VIII GLOBAL CARE CHAIN.**

### **Measure 13: Activities that increase students' awareness on the invisibility of migrant women who work as domestic workers.**

This measure aims to show how the majority of women migrants are highly vulnerable and dependent of their employer; while at the same time often being responsible as care-givers in their home country.

- **Action 13.1.:** Students are asked to go in the field to meet and discuss directly with women who work as domestic workers: the discussions will be recorded (through writing, recording, filming, etc.) by each group of students; and will be analyzed through a comparative approach that takes into account the singularity of each situation *and* draws systematic patterns of domination/exploitation, respecting ethical principles in social research.
- **Action 13.2.:** Workshop with NGOs and groups of women migrants who support former domestic workers who went through experiences of human trafficking/slavery.
- **Action 13.3.:** Leaflets on the main characteristics of the found results which can be used as advocacy in campus with the aim.



**Measure 14: Activities that increase students' awareness on the gender and racial stereotypes that normalize exploitation/oppression/domination in the care sector.**

- **Action 14.1.:** Workshops on feminist and postcolonial literature that deconstruct the idea that women (and racialized women especially) are assigned to the care sector.
- **Action 14.2.:** Workshops that draw awareness on the way agencies train women to work in the care sector by accepting patterns of oppression and silencing.

**AXIS IX - RESOURCES TO WORK WITH STUDENTS FOR AWARENESS AND TRAINING IN GENDER AND CULTURAL DIVERSITY: SOCIAL THEATER, VIDEO-FORUM, UNIVERSITY RADIO, ANALYSIS OF PRESS CONTENT, EXHIBITIONS, ETC.**

**Measure 15: Workshop and immersion with different organizations using arts as ways to support and dialogue with women migrants.**

This measure aims to create more bridges between university and the arts and cultural workers in order to create more knowledge about migrant workers.

- **Action 15.1.:** Workshops with artists who use theatre (theatre of the oppressed, inclusive theatre, theatre therapy) as a means to **support** women migrants and **include** them throughout the different challenges they face in the host society. Examples are [Naje Theatre Company](#) (France), the [teatro de la inclusion](#) (Spain), or the [Good Chance Theatre](#) (acting in France, UK, and on a European level).
- **Action 15.2.:** Workshops with individuals and organizations that use cultural means to **increase awareness** on the realities of women migrants in their host society.
- **Action 15.3.:** Create an event on campus that uses arts and culture to bring more **support and visibility** about women migrants; in order to address the issues of women migrants who are themselves **students**.

**Measure 16: Raise awareness on the different ways arts and culture can help get women migrants directly involved in the integration process.**

- **Action 16.1.:** Learn different examples - contemporary and historically - in which women migrants have used arts and culture as means to integrate in the host country; 1) as means to go beyond and/or to transform their culture/gender of belonging.
- **Action 16.2.:** Workshops with arts practitioners to problematize the difficulty of integrating women migrant (versus male migrants) in cultural and arts activities because of the burden of the care work.



**2.3. Monitoring and evaluation of the proposed measures.**

**Area 1 - Migrant women needs and successful integration interventions**

MEASURE	ACTION	INDICATOR	INDICATOR DEFINITION	LEVEL TO REACH	SOURCE OF INFORMATION PROPOSED TO MEASURE THE INDICATOR (if possible)
<b>MEASURE 1</b>	<i>Action 1.1.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
	<i>Action 1.2.</i>	Workshops with migrant women's associations	No. of associations	2 minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
<b>MEASURE 2</b>	<i>Action 2.1.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
	<i>Action 2.2.</i>	Exchanges with migrant women's associations	No. of associations	2 minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
	<i>Action 2.3.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
<b>MEASURE 3</b>	<i>Action 3.1.</i>	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities





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		Registration and Attendance	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
	Action 3.2.	Workshops with migrant women's associations	No. of associations & no. of workshops	2 associations minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
<b>MEASURE 4</b>	Action 4.1.	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
	Action 4.2.	Information campaigns	2 information campaigns per year	YES/NO	Public Administration of the educational field and Social Entities
		Stories of foreign students working in labor market	No. of stories collected	Minimum value: 1 story/participant student	Public Administration of the educational field and Social Entities
	Action 4.3.	Partnership with associations working with migrants	No. of partnership	5 associations minimum	Public Administration of the educational field and Social Entities
		Students in fieldwork/immersion	Duration and no. of students	25 students minimum X 3 days	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
<b>MEASURE 5</b>	Action 5.1.	Planned training actions	No. of training actions developed	Minimum value: 2 per year	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Public Administration of the educational field and Social Entities
	Action 5.2.	Workshops with migrant women's associations	No. of associations & no. of workshops	2 associations minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
<b>MEASURE 6</b>	Action 6.1.	Students in fieldwork with professionals	No. of attendees	Minimum value: 25 participants	Public Administration of the educational field and Social Entities
		Associations in partnership	No. of associations providing assistance for migrants	3 associations minimum	Social Entities





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		Analyses – intellectual output	No. of articles	Minimum 1/association	Public Administration of the educational field and Social Entities
	Action 6.2.	Informative talk in migrant women’s association	At least 1 informative talk in each association of migrant women at the municipal level	YES/NO	Social Entities and Public Administration
		Interviews with migrant women	No. of migrant women	3 interviews/student	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	Action 6.3.	Informative posters and brochures translated into different languages	Translated and distributed posters and brochures	YES/NO	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
<b>MEASURE 7</b>	Action 7.1	Awareness-raising actions for university students	No. of informative actions developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	Action 7.2	Training to delve into the role of intercultural mediator, “Be an intercultural mediator for a day”	No. of training actions developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	Action 7.3	Visits at NGOs and International Organizations to work with intercultural mediators	No. of NGOs and International Organizations	Minimum value: 2 per year x 2 Organizations minimum	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Planned training actions	No. of training actions developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities





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		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	Action 7.4	Learning of innovative technologies in mediation	No. of training actions developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
<b>MEASURE 8</b>	Action 8.1	Highly trained mediators with student volunteers on the field	No. of training actions developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals x No. of Organizations that the mediators cooperate	Minimum value: 30 participants x 2 Organizations minimum	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	Action 8.2	Highly trained interpreters with student volunteers on the field	No. of training actions developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals x No. of Organizations that the interpreters cooperate	Minimum value: 30 participants x 2 Organizations minimum	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
<b>MEASURE 9</b>	Action 9.1	Creation of spaces for dialogue to share knowledge about discriminations	No. of informative workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities





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		Satisfaction Index	Satisfaction rate of attendees with the training received	Satisfaction rate over 90%	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
	Action 9.2	Experiential and informative workshops with migrant women	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
	Action 9.3	Informative Workshops	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
		Manual on cultural characteristics - output	No. of countries of origin included & distribution in campus	YES/NO	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
	<b>MEASURE 10</b>	Action 10.1	Informative Workshops	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
			Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Action 10.2	Informative Workshops	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
Registration and Attendance			No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
Action 10.3		Event with stories of migrant women how have experienced GBV	No. of events developed	Minimum value: 1 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities	





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<b>MEASURE 11</b>	<i>Action 11.1</i>	Informative Workshops	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	<i>Action 11.2</i>	Informative Workshops	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	<i>Action 11.3</i>	Informative posters and brochures on rights and GBV reporting mechanisms	Distribution of posters and brochures in campus	YES/NO	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
<b>MEASURE 12</b>	<i>Action 12.1</i>	Informative Workshops	No. of workshops developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	<i>Action 12.2</i>	Multicultural social events	No. of social events developed	Minimum value: 2 per year	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 30 participants	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
	<i>Action 12.3</i>	Informative brochures on the main characteristics of other cultures	Distribution brochures in campus	YES/NO	Higher Education Institutions (HEI), Public Administration of the educational field and Social Entities
<b>MEASURE 13</b>	<i>Action 13.1</i>	Informative talk in migrant women's association	At least 1 informative talk in each association of migrant women at the municipal level	YES/NO	Social Entities and Public Administration
		Interviews with migrant women	No. of migrant women	3 interviews/student	Public Administration of the educational field and Social Entities
	<i>Action 13.2</i>	Workshops with migrant women's associations	No. of associations & no. of workshops	2 associations minimum	Public Administration of the educational field and Social Entities





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		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
	<i>Action 13.3.</i>	Informative talk in campus	No. of informative talks	Minimum 3	Social Entities and Public Administration
		Informative posters and brochures translated into different languages	Distribution of posters and brochures in campus	YES/NO	Social Entities and Public Administration
<b>MEASURE 14</b>	<i>Action 14.1.</i>	Workshops with migrant women's associations	No. of associations & no. of workshops	2 associations minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
	<i>Action 14.2.</i>	Workshops with migrant women's associations	No. of associations & no. of workshops	2 associations minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
<b>MEASURE 15</b>	<i>Action 15.1.</i>	Workshops with artists	No. workshops	2 minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
	<i>Action 15.2.</i>	Workshops with artists	No. workshops	2 minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
	<i>Action 15.3.</i>	Cultural activities	No. activities in campus	2 minimum/year	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees	Minimum value: 20 participants	Public Administration of the educational field and Social Entities
<b>MEASURE 16</b>	<i>Action 16.1.</i>	Workshops with migrant women	No. workshops	2 minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 30 participants	Public Administration of the educational field and Social Entities
	<i>Action 16.2.</i>	Workshops with arts practitioners	No. workshops	2 minimum	Public Administration of the educational field and Social Entities
		Registration and Attendance	No. of attendees and professionals	Minimum value: 20 participants	Public Administration of the educational field and Social Entities





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## **AREA 3**

# **COOPERATION BETWEEN HIGHER EDUCATION INSTITUTIONS AND THIRD SECTOR**



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### 3.1. Introduction or Justification.

Primarily embodied by Universities and expressed through academic work, the Higher education sector is commonly based on three main fields of action: **Research** (quantitative, qualitative, empirical or else forms of scientific research), **Training** (teaching, lecturing, seminars, workshops, professional development, etc.), and **Third mission** (societal outreach of knowledge transfer).

The **Third mission** brings universities, as well as research centres and foundations, closer to the Third sector, i.e. various social contexts and actors, through exchange of research and training experiences, research in collaboration, innovation, public engagement (conferences, presentations, events, etc.), and other actions. Along with formal education, the knowledge transfer is further being put into effect through the system of community settings relying on informal and non-formal dimensions of training, hence offering a larger array of educational, territorial, and societal outreach.

In the frames of the VIW Project, the cooperation through the University Third mission brings one more actor in, i.e. **Migrant women**, playing this time a double role: on the one hand, migrant women constitute the target group of research, training, and social work; on the other, they are active participants involved in the very same actions.

Accordingly, the three main actors and contexts, that were considered during the drafting of the following policy recommendations, are:

1. **Higher education:** Universities and analogous educational/training institutions, research centres, foundations, etc. (possibly public, rather than private);
2. **Third sector:** NGOs, CSOs, associations, community organisations, social enterprise, cooperatives, cultural entities (e.g. museums, galleries, cinemas, etc.), religious entities, charities, voluntary sector, etc.), organised and active at various territorial and operational levels through related networks that should be considered for policy recommendations (both private and public, though mostly private);
3. **Migrant women (human mobility & gender):** female migrants (as a whole), female refugees, migrant women's associations, migrant communities, migrant and "mixed" associations, migrant/migrant women's entrepreneurship, etc.

While acknowledging that a number of questions has already been faced in the work of Higher education and Thirds sector, many other aspects need to be further enlarged and promoted in terms of research, training and social work. Accordingly, the very first and overall suggestion, pervading the entire Area 3, is the one demanding any action that may help strengthening the **Cooperation** between the involved stakeholders, i.e. **Higher education** institutions (Third mission) and **Third sector** organisations, through collaborative projects and territorial networking.

In order to contribute to the processes of overcoming stereotypes and prejudices on migrant women (and migrants as a whole), and to the pathways of co-constructing **more inclusive and cohesive Societies**, Higher education institutions and Third sector organisations ought to jointly promote a **multi-faceted and gender-sensitive approach** to the phenomena of human mobility and **female migrations** while formulating their operational proposals.





This action has two main objectives: one targeting the **student population** by providing it information and knowledge on transnational human mobility, female migrations, and concomitant issues and challenges; the second one regards **migrant women** themselves and their participation in Higher education.

By joining all the competences and potentials, the cooperation between Higher education and Third sector should bring about a further promotion of research and study on human mobility and female migrations, and of a larger participation of migrant women in the social, cultural, economic, political, and especially educational life of the host society. It is in this sense that three main actors add three forms of contribution to their shared enterprise: Higher education contributes with scientific research and methodological expertise, the Third sector with operational and territorial competences of its social work, whereas Migrant women add their experiential and professional capital to the processes of knowledge co-construction.

Accordingly, the Area 3 – *Cooperation between Higher education institutions and Third sector* – provides a series of Measures and Recommendations which are subdivided into five (5) fields, as follows:

1. **Research** – Scientific research, migrant women, and societal outreach;
2. **Training** – Fostering training opportunities and participation of migrant women in Higher education;
3. **Support** – Information, advice-giving, and guidance services for migrant women through Higher education opportunities;
4. **Professional Fulfilment** – Strengthening the pathways to professional development and growth of migrant women;
5. **Promotion in Cooperation** – Furthering cooperation between Higher education institutions and Third sector in relation to migrant women’s participation in Higher education.

### **3.2. Measures or Recommendations.**

#### **Measure 1. Research – Scientific research, migrant women, and societal outreach.**

- **Action 1.1: Furthering research on transnational human mobility and female migrations.**

In order to enhance the societal outreach of knowledge transfer and to achieve a higher impact on the processes of societal development, University research relies on the work promoted in association with Third sector organisations and networks operating at various territorial levels. As far as the transnational human mobility and female migrations are concerned, these phenomena have not been given equal attention in all contexts, hence the related research requires additional endeavours. Such a state of the art implies that the cooperation between Higher education and Third sector should be expanded so as to contribute to the experiences by migrants/migrant women/refugees to be further valued in the academic research, and more generally to improve the processes of interaction and professional growth by both migrant women and members of the autochthonous population.





- ***Action 1.2: Exchange of knowledge and experiences among all parts involved in the research process.***

The activities and strategies aimed at exchanging knowledge and experiences constitute a pivotal segment of the academic research work that is thereby expected to involve Higher education institutions, Third sector organisations, communities, stakeholders, and target groups: in terms of research on transnational human mobility and female migrations, a special emphasis should be placed on the inclusion and participation processes faced by migrant women; given their knowledge and experience, migrant women themselves should be contemplated as both a target group of the academic research, and as subjects who may actively take part in and contribute to the research process itself.

- ***Action 1.3: More field and action research needed.***

It is well ascertained by both international and national research that migrant women, taken either individually or collectively, constitute far too often a vulnerable group themselves in the context of transnational migrations: such a state of affairs calls for more field and action research on migrant women and their conditions on the background of transnational human mobility; with the purpose of developing approaches and tools able to ensure a correct analysis of inclusion and participation processes of migrant women, it is important to consider the concepts of intersectionality and antidiscrimination as integral parts of the methodological framework.

- ***Action 1.4: Permanent research laboratories and workshops on transnational human mobility and female migrations.***

Establishment of permanent research laboratories and workshops, and promotion of the work and outcomes produced; these facilities should bring university students, researchers, Third sector professionals, and migrant women and men together, and act as spaces where topics, issues, and challenges of transnational human mobility, with special attention to those pertaining to female migration population (migrant and refugee women) and its inclusion processes, can be explored, discussed, analysed, and finally proposed for further study and research.

- ***Action 1.5: Development of a common applied research work on the phenomena of transnational human mobility and female migrations.***

Development of a common applied research work on the topics of transnational human mobility and female migrations between Universities and local associations, groups, communities: such a joint effort, based on applied and action-research methodologies, should give rise to a row of constructive actions in terms of a more inclusive and cohesive societal development, beneficial for both Higher education and Third sector, on the one hand, and for migrant women and, more largely, for migrant population, on the other.





## **Measure 2. Training – Fostering training opportunities and participation of migrant women in Higher education.**

- ***Action 2.1: Enhancement of formal and informal training in migration studies with special attention to female migrations.***

Promoting professional and vocational training by linking Higher education and Third sector is not a novelty in the world of education: yet, some topics are still waiting to be addressed more systematically, which is certainly the case of transnational human mobility and female migrations. Accordingly, training courses in migration studies, and more specifically in female migrations in a gender-sensitive perspective, should be promoted and consolidated at any level of Higher education. Being not everyone likely to meet the conditions required for undertaking a course of university studies, it is important to pay attention to the opportunities offered by informal education: it is where the cooperation between Higher education and Third sector might offer further possibilities by expanding educational opportunities beyond the boundaries of formal training.

- ***Action 2.2: Promotion of migrant women's participation in Higher education and training.***

In the context of Higher education, it is essential to engage in promoting educational, training and learning opportunities for women (*gender equality*), especially for those who find themselves in vulnerable conditions, as might often occur in the case of migrant and refugee women: on the one hand, such an endeavour would further link the cooperation between Higher education and Third sector; on the other, this action would need to rely on both informal and non-formal dimensions of training. Accordingly, the proposal is to make more efforts – in terms of training programmes and courses – with the purpose of involving migrant women, and promoting their participation in Higher education.

- ***Action 2.3: Development of intercultural communication courses.***

This recommendation is generally meant to suggest the need for further development of training in intercultural communication: more in detail, it would be extremely important to involve migrants, refugees, and migrant/refugee students in programmes and courses on intercultural communication in order to bring various experiences together, and enable exchange between people from different social, cultural, and professional backgrounds with the final purpose of building new learning communities, and achieving greater knowledge and understanding on transnational human mobility and female migrations.

- ***Action 2.4: Interaction with professionals, experts, migrants/migrant women during training.***

Opportunities to welcome professionals and experts, already operating in the sector of transnational human mobility, as well as migrants/migrant women themselves, should be created as moments of shared research, educational, and professional development: these social actors can bring their competence and experience into university teaching and research, and allow students (migrant women included) to get into a closer contact with various migration contexts, topics, and challenges, which should altogether result in a larger opportunity of exploring a novel knowledge, and enlarging a common social and curricular capital.

- ***Action 2.5: Curricular internships, service learning, and volunteering experiences with and for migrant/migrant women students.***

Organising curricular internships for students with special attention to migrant and refugee women envisages the latter as belonging to either the first (*trainees*) or the second category (*target group and/or expert*).





Curricular internships on the topics of transnational human mobility, female migrations, refugees, etc. offer an excellent opportunity for universities, other educational and research institutions, informal education, and third sector to strengthen their cooperation. Such a joint action implies the promotion of informal networks and coaching services for trainees in coordination with the Third sector. Moreover, it would be highly advisable to arrange paid internships (both trainees and tutors/mentors), on the one hand, along with volunteering experiences among students during their training process, on the other: finally, the two forms of learning should merge into the array of cooperative training opportunities offered by the service learning approach.

### **Measure 3. Support – Information, advice-giving, and guidance services for migrant women through Higher education opportunities.**

- ***Action 3.1: The need to simplify and facilitate the procedures for getting identity and residence documents for study.***

The procedures for obtaining personal identification documents, with special reference to residence documents for study purposes, up to the assistance in getting academic and professional qualifications achieved in the countries of origin recognised, should be less complicated and facilitated by means of specific services provided by Higher education systems in connection with territorial Third sector facilities and networks: all migrant women and girls, especially if refugees or diversely vulnerable, should be offered such pathways to identity, residence and study documentation so as to make them enjoy a smoother access to Higher education and related services in accordance with their rights.

- ***Action 3.2: Guidance/mediation services and language courses for migrants, especially migrant and refugee women.***

Guidance and mediation services, as well as language courses should be arranged in collaboration with territorial Third sector organisations for vulnerable groups of migrant and refugee students, with special attention to migrant and refugee women, who experienced difficult migration pathways before deciding to embark on university studies, hence have not reached a sufficient language proficiency yet, and do need to be guided and assisted during their initial stages of Higher education process.

- ***Action 3.3: Facilitated pathways to scholarship programmes.***

There is a need to arrange and keep promoting facilitated, even preferential pathways to scholarship programmes for vulnerable migrant population, with special regard to migrant and refugee women: such an action is expected to ensure the migrant and refugee women's access to Higher education to be smoother and simpler, and their participation rates in this domain further encouraged and increased.

- ***Action 3.4: Learning communities committed to finding solutions to the issues and challenges faced by migrant women.***

Creation and promotion of learning communities, made of students, researchers, lecturers and other persons willing to provide support to migrant/migrant women students. Their action is based on the collaborative work of multicultural groups and informal networks with different social, cultural, and professional





backgrounds that, relying on the expertise and resources of both Higher education and Third sector, commit to finding solutions to the specific issues and challenges faced by migrant women.

#### **Measure 4. Professional Fulfilment – Strengthening the pathways to professional development and growth of migrant women.**

- ***Action 4.1: Recognition of educational and professional qualifications.***

Though depending on the bilateral agreements signed between countries, it is not uncommon for third-country/non-EU nationals to encounter difficulties in getting their educational and professional qualifications recognised in the EU member states. This is crucial for at least two main reasons, namely: the non-recognition of previously achieved qualifications prevents migrants from participating in Higher education and hinders their access to the skilled labour market; besides, it strongly contributes to the processes of their deskilling in the host societies. Thereby, the relevant procedures should be facilitated by the national agencies responsible for the recognition of educational and professional qualifications; more generally, the process should be simplified in order to make migrants, and especially migrant and refugee women, have a smoother access to Higher education and to qualified jobs corresponding to their qualifications.

- ***Action 4.2: Participation in Higher education as an empowerment tool for migrant and refugee women.***

Empowerment of migrant and refugee women should rely on their participation in Higher education, being this one a fertile ground for refining and expanding their professional skills and prospects. It accordingly means that further efforts by both educational institutions and the Third sector should be put into widening their participation opportunities through larger information campaigns and guidance on Higher education in the receiving country, on facilitating processes aimed at professional recognition and promotion, and on possibilities of their professional development and growth.

- ***Action 4.3: Gender-sensitive approach in relation to female migrations.***

Gender-sensitive approach in relation to transnational mobility means taking the gender dimension into account while addressing the processes of personal, educational and professional fulfilment and growth by migrant and refugee women. Accordingly, the principle of gender-sensitivity implies the ability to acknowledge, highlight and redress existing gender differences, issues and inequalities, and incorporate them into strategies and actions, namely: a degree of integration of a gender perspective in actions and policies i.e. addressing gender norms, roles and access to resources in so far as needed to reach set development goals. Though being commonly adopted in the work with and for migrant women by the Third sector organisations, Higher education, and scientific research, the gender-sensitive approach should be further cultivated and promoted.





**Measure 5. Promotion in Cooperation – Furthering cooperation between Higher education institutions and Third sector in relation to migrant women’s participation in Higher education.**

- **Action 5.1: Continuous territorial cooperation through collaborative projects.**

In order to enhance the pre-existing operational resources and increase the opportunities for migrant women’s participation in Higher education, it is crucial to expand and open up the university research and training to a larger population: reaching higher degrees of its fulfilment on a more regular and continuous basis, this action inevitably requires territorial organisations, communities and networks (*Third sector*) to interact and cooperate with Higher education institutions by means of diverse and multilevel collaborative projects.

- **Action 5.2: Networking interaction between Higher education, Third sector, and other social actors.**

Networking interaction between Higher education institutions, third sector organisations, and other social actors and resources available in the field of transnational human mobility and particularly female migrations represents another vital tool to be used in order to strengthen contacts, communicate the results emerged from both social and research work, and foster cooperation between the involved with the final goal of promoting migrant women’s participation in Higher education.

- **Action 5.3: Good practices: collection, transfer and replication.**

It is important to collect, sort, and disseminate the good practices that have been already experimented and acknowledged by both Higher education and the Third sector in terms of positive results produced: therefrom, good practices should be transferred, re-proposed, and reproduced, where opportune and possible, in order to strengthen research and training on migrations studies and female migrations, on the one hand, and to further promote migrant women’s participation in Higher education, on the other.

- **Action 5.4: Dissemination of good practices and research products.**

Dissemination of the results emerged from academic, action and applied research, workshop activities, and the work by Third sector organisation with migrant and refugee women constitutes a central action that should help spreading the information on these efforts, and concurrently good practices and research products through various contexts of Higher education and Third sector, as well as bring them beyond these two specific fields in order to promote further actions and activities on these and akin topics with other stakeholders in other settings.

- **Action 5.5: Awareness-raising campaigns and migrant women’s participation in Higher education.**

The collaboration between Higher education institutions and Third sector organisations is further necessary in terms of awareness-raising campaigns that should be jointly organised, promoted, and implemented as a specific form of both dissemination and promotion of migrant women’s experiences, needs, challenges, as well as of their will and need to study and to be thereby enabled to participate in Higher education and develop their educational luggage and their professional skills.



### 3.3. Monitoring and evaluation of the proposed measures.

Area 3 – Cooperation between Higher Education institutions and third sector					
MEASURE	ACTION	INDICATOR	INDICATOR DEFINITION	LEVEL TO REACH	SOURCE OF INFORMATION PROPOSED TO MEASURE THE INDICATOR (if possible)
<b>MEASURE 1</b>	<i>Action 1.1.</i>	Furthering research on transnational human mobility and female migrations	Number and quality of specific research programmes, thematic areas and entities included	Permanent	Universities, Research institutions and agencies, Social Entities
	<i>Action 1.2.</i>	Exchange of knowledge and experiences among all parts involved in the research process	Number and quality of programmes, thematic areas and entities included	Permanent	Universities, Research institutions and agencies, Social Entities, Parts involved
	<i>Action 1.3.</i>	More field and action research needed	Number and quality of research done; methodological quality of research activities	Permanent	Universities, Research institutions and agencies, Social Entities. Communities
	<i>Action 1.4.</i>	Permanent research laboratories and workshops on transnational human mobility and female migrations	Number and quality of research laboratories and workshops	Permanent	Universities, Attendance register, Research institutions, Social Entities
	<i>Action 1.5.</i>	Development of a common applied research work on the phenomena of transnational human mobility and female migrations	General societal impact	Permanent	Universities, CSOs, Local associations, groups and communities
<b>MEASURE 2</b>	<i>Action 2.1.</i>	Enhancement of formal and informal training in migration studies with special attention to female migrations	Number and quality of courses and specific study programmes, thematic areas and entities included	Permanent	Universities, Attendance register, Training institutions and agencies, Social Entities
	<i>Action 2.2.</i>	Promotion of migrant women's participation in Higher education and training	Number and quality of training programmes implemented, number of migrant and refugee women enrolled	Permanent	Universities, Social Entities, Enrolment office, Public Administration
	<i>Action 2.3.</i>	Development of intercultural communication courses	Number and quality of intercultural communication courses implemented	Minimum value: 20 participants	Universities, Social Entities, Public Administration, Communities
	<i>Action 2.4.</i>	Interaction with professionals, experts, migrants/migrant women during training	Number and quality of events, conferences, seminars, or other initiatives	At least 2-3 per month	Universities, Social Entities, Communities
	<i>Action 2.5.</i>	Curricular internships, service learning, and volunteering experiences with and for migrant/migrant women students	Number and quality of internships and volunteering experiences in service learning	YES / NO	Universities, Social Entities, Internship Institutions, Attendance register, Public Administration
<b>MEASURE 3</b>	<i>Action 3.1.</i>	The need to simplify and facilitate the procedures for getting identity and residence documents for study	Documentation required and duration of procedures	Permanent	Public Administration, Universities, Social Entities, Student (esp. migrants/migrant women) communities



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	<i>Action 3.2.</i>	Guidance/mediation services and language courses for migrants, especially migrant and refugee women	Functioning and quality rates of the services	Permanent	Public Administration, Universities, Social Entities, Student (esp. migrants/migrant women) communities
	<i>Action 3.3.</i>	Facilitated pathways to scholarship programmes	Number and quality of scholarship programmes	YES / NO	Universities, Social Entities, Ministry of Education
	<i>Action 3.4.</i>	Learning communities committed to finding solutions to the issues and challenges faced by migrant women	Number of informal networks	Minimum value: 10 participants	Universities and Social Entities
<b>MEASURE 4</b>	<i>Action 4.1.</i>	Recognition of educational and professional qualifications	Documentation required and duration of procedures in view of simplification of the recognition process (national and EU levels)	Permanent	Ministry of Education, Public Administration, Universities, Social Entities, Student (esp. migrants/migrant women) communities
	<i>Action 4.2.</i>	Participation in Higher education as an empowerment tool for migrant and refugee women	Empowerment	Permanent	Migrant/migrant women communities, Student communities, Social Entities, Universities
	<i>Action 4.3.</i>	Gender-sensitive approach in relation to female migrations	Empowerment and methodological enhancement	Permanent	Migrant/migrant women communities, Student communities, Social Entities, Universities, Experts
<b>MEASURE 5</b>	<i>Action 5.1.</i>	Continuous territorial cooperation through collaborative projects	Number and quality of collaborative projects	Permanent	Social Entities, Migrant/migrant women communities, Universities
	<i>Action 5.2.</i>	Networking interaction between Higher education, Third sector, and other social actors	Quality and constructive networking interaction	Permanent	Social Entities, Migrant/migrant women communities, Universities, Public Administration
	<i>Action 5.3.</i>	Good practices: collection, transfer and replication	Number and quality of good practices	Minimum value: 10 per year	Social Entities, Migrant/migrant women communities, Universities
	<i>Action 5.4.</i>	Dissemination of good practices and research products	Dissemination	Permanent	All involved
	<i>Action 5.5.</i>	Awareness-raising campaigns and migrant women's participation in Higher education	Number and quality of campaigns	At least 1 national campaign per year & More at local level	All involved





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# **AREA 4**

## **INCLUSIVE HIGHER EDUCATION**



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#### **4.1. Introduction or Justification.**

The recommendations proposed for the Higher Education institutions sector follow the results obtained from the set of interviews conducted with migrant women by all the Voices of Immigrant Women partners. They also take into account the contents and approaches of the modules proposed in the E-learning package which highlight the problems of the migratory process from a gender perspective. From a transnational perspective it is intended that the set of recommendations constitute a reinforcement of the instruments regulating migration and affirm specific needs that should be considered in the process of inclusion of migrant women.

For adult asylum seekers, Member States may allow applicants access to vocational training irrespective of whether they have access to the labour market. Art. 27 of Directive 2011/95/EU protects full access to education for all persons with refugee status and persons under subsidiary protection, under the same conditions as nationals. Education can be considered a facilitator for the inclusion of migrant women to the extent that, nowadays, these women no longer undertake their migratory process with the exclusive purpose of family reunification. Recent data shows that women, as migrants, seek emancipation through education and work (see references of Module 1). However, the results obtained through the Voices of Immigrant Women project, through the Mapping of Case Studies and contents of the E-learning package, show that women face more difficulties in the field of education, which consequently leads to concrete inclusion problems. Based on the MIPEX-indicators, education seems to be the greatest weakness of integration policies.

Currently many migrant women encounter obstacles in accessing formal education. Emphasis therefore should be on their access to education. Several informal education programs are organised by NGOs, and multilingual information guides to inform migrant women are implemented. Currently, little attention is being paid to adult education, there is necessity of ongoing programs of adult education (language classes etc.). The dynamics identified by the voices of migrant women have resulted in the identification of two aspects that should be especially considered in the design of specific recommendations to decision-makers. On the one hand, it is possible to identify the profile of the migrant woman who moves to a host country in order to obtain education or continue her studies in master's degrees, doctorates or research. On the other hand, we can identify women who arrive with academic qualifications but end up facing a set of administrative difficulties that impact on their choices and lead them to occupy professions marked by precariousness and less qualified work (see as examples, cases The French University as a springboard to my success; Brazilian Portuguese as a statement; From Congo to Greece; From invisible to visible; From Nigeria to Italy and beyond; High education opportunity; Participation as emancipation; Preparation and information lead to integration; The education of sons and daughters as a life project).

Access to education is therefore one of the main drivers of inclusion for migrant women. Higher education institutions are privileged players not only in the educational process, but also in the promotion of concrete inclusion measures from a gender perspective. The framework of recommendations is designed for an intervention in six priority axes in higher education, followed by lines of action which correspond to specific inclusion measures from a gender perspective and directed to higher education institutions:

**Axis I - Integration into higher education institutions:** the aim of this axis is to define a precise strategic mission which values diversity and multiculturalism through the creation of a set of guiding





principles and the creation of intercultural spaces which promote the integration and inclusion of migrant women;

**Axis II - Legal framework:** The objectives of this axis aim to highlight the need to adopt a simplified language on the rights and duties of migrants, to propose measures to improve the process of recognition of academic qualifications and access to Higher Education and to draw up a manual of good practices for inclusion in the educational space;

**Axis III - University and Social support programmes:** An inclusive university space should constitute a support structure for inclusion in education and, at the same time, promote social support programmes for immigrant students. The goals of this axis include thinking about the creation and use of spaces that are sensitive to the foreign community, encouraging the use of available resources, calling for specific programmes and accompanying the entrepreneurial capacity shown by those students.

**Axis IV - Labour market and employment initiatives:** higher education institutions are privileged actors in the articulation of labour market placement measures. The aims of this axis are to define a set of specific training initiatives that meet the labour market's needs, as well as to accompany the creation of self-employment.

**Axis V - Public and private stakeholders:** the objectives of this axis include the definition of a cooperation strategy with public entities and administrative services, in general, in order to highlight the main difficulties in the process of inclusion of the foreign community.

**Axis VI - Gender Equality and Discrimination:** preventing and combating all forms of violence against women is the result of an axiologically based treatment that has resulted in a set of international and national regulations that cannot be ignored. The university space should have as one of its main objectives to train for non-violence based on gender and to be a promoting agent of codes of conduct that promote equal opportunities and equality in difference.

**Axis VII - Empowerment of teachers:** A combination of training programmes, additional support, and the sharing of best practices can enable teachers to help migrant women more effectively in adult classroom.

## **4.2. Measures or Recommendations.**

### **AXIS I - INTEGRATION INTO HIGHER EDUCATION INSTITUTIONS.**

#### **Measure 1. Good practices of Inclusive Higher Education Institutions.**

This measure aims to present the best practices in the field of immigrant students' inclusion and to propose training sessions for the academic community on the main rights and duties of this student community.

- **Action 1.1.:** Awareness-raising actions for the whole academic community on strategies for the inclusion of immigrant students.





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- **Action 1.2.:** Training actions for the academic community on the main rights and duties of immigrant students with special emphasis on gender issues.

### **Measure 2. Activities or social events at the University that promote awareness of cultural diversity.**

This measure aims to promote diversity and multiculturalism in the university space by creating a dynamic interaction with all education agents.

- **Action 2.1.:** Holding multicultural events in the university space that promote the participation of the whole school community.
- **Action 2.2.:** Holding conferences and seminars with invited experts from the immigrant academic community.
- **Action 2.3.:** Development of a multicultural activities plan for the academic year.

### **Measure 3. Improve the use of university facilities.**

Measure three has as its main objective to raise awareness on the use of university space resources, drawing attention to the potential that their use implies in the inclusion process

- **Action 3.1.:** Actions to raise awareness on the use of university resources such as canteen, library, digital tools, sports activities and competitions.
- **Action 3.2.:** Mobilizing immigrant women into the associative movement.

## **AXIS II - LEGAL FRAMEWORK.**

### **Measure 4: Guiding and normative principles for the promotion of cultural diversity in Higher Education institutions.**

The affirmation of a strategic mission for the inclusion of immigrant students is an indispensable tool for the promotion of values such as equal opportunities, gender equality and respect for difference. The main objective is the affirmation of a strategic plan for gender-sensitive inclusion while targeting responses to the real needs of migrant women.

- **Action 4.1.:** Elaboration of a diagnosis on the specific needs of immigrant students.
- **Action 4.2.:** Definition and dissemination of a strategy, mission and values committed to the inclusion of immigrant students with a gender perspective.
- **Action 4.3.:** Developing an inclusion guideline that draws attention to gender-specific issues.
- **Action 4.4.:** Address recommendations to policy makers to improve legal requirements regarding the recognition of academic and professional qualifications.
- **Action 4.5.:** Leaflets on the main rights and duties of immigrant students.
- **Action 4.6.:** Adoption of guidelines in the process of inclusion of immigrant students.



### **AXIS III – UNIVERSITY AND SOCIAL SUPPORT PROGRAMMES.**

#### **Measure 5: Promote support programs for immigrant students.**

The aim of this measure is to create support measures for the specific training of immigrant students and to propose the creation of support programmes to speed up inclusion and reception procedures.

- **Action 5.1.:** Promotion of host country language courses.
- **Action 5.2.:** Creation of a fund to support the process of recognition of qualifications for immigrant women.
- **Action 5.3.:** Setting up a monitoring program during the inclusion educational process.

#### **Measure 6: Creation of intercultural spaces within Higher Education institutions.**

The use of university education space is crucial in the inclusion process as is the creation of a specific area in which immigrant students can take the initiative to hold events and promote their own culture in a strategy of interaction with the entire academic community.

- **Action 6.1.:** Creation of a support office for immigrant students.
- **Action 6.2.:** Creation of a mediator for immigrant students who will act as an internal and external intermediary.

### **AXIS IV – LABOUR MARKET AND EMPLOYMENT INITIATIVES.**

#### **Measure 7: University training programs for the requalification of migrant women.**

This measure is designed with a set of actions that aim to overcome obstacles to the recognition of qualifications obtained by migrant women. To this end, it is fundamental to provide tools for their requalification but also to consider an intervention with potential employers.

- **Action 7.1.:** Conducting training programs at relevant local and regional employers to promote the employability of migrant women.
- **Action 7.2.:** Construction of a flexible curriculum that allows the attendance of some extracurricular subjects to ensure the possibility of further studies.
- **Action 7.3.:** In the teaching process to promote the constitution of heterogeneous working groups.
- **Action 7.4.:** Tailored integration courses for migrant women (adults) Focusing on language learning and information about the national labour market, taking into account their needs,
- **Action 7.5.:** Thematic workshops tailored to the particular group etc.)
- **Action 7.6.:** Tailored education, starting from the Skills Profile Tool

#### **Measure 8: Accompaniment in the creation of companies, in the entrepreneurship of migrant women.**

The entrepreneurial capacity of migrant women should meet the business opportunities of the region and place where they are and the specific needs of local employers. In this sense, the objective of this measure proposes actions for the promotion of entrepreneurship but also considers relevant the intervention with employers in order to assess the real training needs of future workers



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- **Action 8.1.:** Creation of protocols with employers for the placement of a minimum quota of immigrant women.
- **Action 8.2.:** Awareness-raising actions for migrant women on subordination processes in the labour market.
- **Action 8.3.:** Creating information on major local and regional employers.
- **Action 8.4.:** Consult key local employers with the aim of identifying specific skills needs.
- **Action 8.5.:** Business incubator - creation of a financial programme to support the creation of micro enterprises.
- **Action 8.6.:** Training actions for capacity building in the area of entrepreneurship.
- **Action 8.7.:** Creation of a grant for the best entrepreneurship initiative.

## **AXIS V – PUBLIC AND PRIVATE STAKEHOLDERS.**

### **Measure 9: Coordination with social entities and public administration.**

The present measure aims at establishing collaboration links between the higher education institution and public and private entities at local and regional level. To this end, positive action measures for the inclusion of migrant women and awareness-raising among these entities of their real needs are fundamental.

- **Action 9.1.:** Establishing protocols with non-governmental and non-profitable organizations promoting the inclusion of migrant women.
- **Action 9.2.:** Filling a minimum participation quota of migrant women for graduate and professional internships.
- **Action 9.3.:** Dissemination of information leaflets on attitudes to discourage racism and xenophobia.

## **AXIS VI – GENDER EQUALITY AND DISCRIMINATION.**

### **Measure 10: Training and awareness programs for professionals working with migrant women.**

In this measure, actions are designed to raise awareness among professionals who work directly with immigrant students and concrete training actions are proposed to raise awareness of gender specificities.

- **Action 10.1.:** Training of human resource technicians with a gender-sensitive approach and the needs of migrant women.
- **Action 10.2.:** Training professionals working at the field of migrations or related areas.

### **Measure 11: Combat discrimination against migrant women in society.**

Combating all forms of violence against women and addressing aspects of intersectionality is a strategy that has resulted in the creation of an indispensable international legal framework. Therefore, this measure aims to raise awareness on gender violence issues, clarifying the specificities of migrant women as victims.

- **Action 11.1.:** Awareness campaign with migrant women on forms of gender-based violence.
- **Action 11.2.:** Promotion of workshops on gender violence calling for preventive measures to combat all forms of violence against women.
- **Action 11.3.:** Creation of a Strategic Commission for the prevention of gender violence





### **Measure 12: Elaboration of ethical codes for the representation of migrants.**

The elaboration of a code of ethical conduct aims to materialize norms and procedures that must be met when dealing with specific issues on migrant women's rights. To this extent it is a document aimed at briefly clarifying the international and national normative body on migration and gender.

- **Action 12.1.:** Creation of a manual of norms and procedures to combat racism, xenophobia and any form of discriminatory treatment based on identity characteristics.
- **Action 12.2.:** Culture-sensitive education materials/ toolkits: (Online) Platform for sharing of tools. For example: "Together towards inclusion toolkit for diversity in the primary school"
- **Action 12.3.:** Teacher trainings in cultural diversity

### **AXIS VII - EMPOWERMENT OF TEACHERS.**

#### **Measure 13: Training and awareness programs for adult teachers working with migrant women.**

In these training programs, active methodologies and educational strategies that make it possible to learn from the life experiences and previous knowledge of migrants, and especially migrant women, will be valued.

- **Action 13.1.:** Promotion of workshops on active methodologies
- **Action 13.2.:** Training of adult teachers on human rights with a gender-sensitive approach and the needs of migrant women

#### **Measure 14: Organising an international network of teachers and researchers working in the field of education and training of migrants and especially with migrant women.**

- **Action 14.1.:** Creation of an international network of teachers and researchers working in the field of education and training of migrants

#### **Measure 15: Promote an International Seminar to share good practices in the field of education and training of migrant women.**

- **Action 15.1.:** Organization of an International Seminar about adult education of migrants.





**4.3. Monitoring and evaluation of the proposed measures.**

Area 3 – Inclusive Higher Education					
MEASURE	ACTION	INDICATOR	INDICATOR DEFINITION	LEVEL TO REACH	SOURCE OF INFORMATION PROPOSED TO MEASURE THE INDICATOR (if possible)
<b>MEASURE 1</b>	<i>Action 1.1.</i>	Information session on inclusion strategies with a gender perspective	Number of sessions Number of participants	1 per year 10% of students enrolled in the Higher Education Institution (HEI)	Attendance register
	<i>Action 1.2.</i>	Training session about rights and duties of immigrant students for the academic community	Number of sessions Number of participants	1 per year 10% of students enrolled in the HEI	Attendance register
<b>MEASURE 2</b>	<i>Action 2.1.</i>	Multicultural events for the academic community	Number of sessions Number of participants	2 per year 10% of students enrolled in the HEI 20% of the teachers and other employees of the HEI	Attendance register
	<i>Action 2.2.</i>	Conferences on migration and gender with invited experts from the immigrant community	Number of sessions Number of participants	2 per semester 10% of students enrolled in the HEI 20% of the teachers and other employees of the HEI	Attendance register
	<i>Action 2.3.</i>	Multicultural activity plan for the academic year	Number of Activity Plans Participants	1 per year Commission for Gender Equality of the educational institution All academic community	
<b>MEASURE 3</b>	<i>Action 3.1.</i>	Welcoming migrant students with a presentation of the university's facilities	Number of welcome sessions Number of participants	1 per semester 60% of international students	Attendance register
	<i>Action 3.2.</i>	Campaign to attract migrant women to join associations	Number of campaigns	1 per year	
<b>MEASURE 4</b>	<i>Action 4.1.</i>	One diagnosis matrix to evaluate specific needs of immigrant students.	Number of matrices	1 per year	
	<i>Action 4.2.</i>	Dissemination of the strategy, mission and values for the inclusion of immigrant students in the web page of the education institution	Number of publications on the HEI page	1 permanently visible	
	<i>Action 4.3.</i>	Guideline with gender responsive migration approach	Number of guides External evaluation of the guide by experts	1 within the next 2 years 2 positive technical and scientific opinions	





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	Action 4.4.	Proposal to streamline legal procedures in the process of recognition of academic and professional qualifications	Number of guides External evaluation of the guide by experts	1 within the next 2 years 2 positive technical and scientific opinions	
	Action 4.5.	Print brochures with the main rights and duties of immigrant students	Number of brochures	1 within the next 2 years	
	Action 4.6.	Guideline inclusion process	Number of guides External evaluation of the guide by experts	1 within the next 2 years 2 positive technical and scientific opinions	
<b>MEASURE 5</b>	Action 5.1.	Host country language courses	Number of courses Participants	1 per semester All international students who are not proficient in the language of the host country	Attendance register
	Action 5.2.	Creation of a fund to support the process of recognition of academic and professional qualifications	Number	1 within the next 2 years	
	Action 5.3.	Monitoring the inclusion educational process through questionnaires	Frequency of questionnaires Response rate	1per year 30% of International Students	Attendance register
<b>MEASURE 6</b>	Action 6.1.	Creation of the student immigrant support office	Number	1 within the next 2 years	
	Action 6.2.	Creation of a mediator for immigrant students	Number	1 within the next 2 years	
<b>MEASURE 7</b>	Action 7.1.	Training sessions in the five major regional employers	Number of sessions Participants	1 per year All course coordinators At least 3 employers in the area of each of the courses taught at the HEI	Attendance register
	Action 7.2.	Insert the migration and gender issues in the programs of curricular units	Number of curricula with explicit references to migration issues gender	10% of course units offered by the HEI	
	Action 7.3.	Raise teachers' awareness of the constitution of heterogeneous working groups in each curricular unit	Number of teachers	All teachers	
	Action 7.4.	Tailored integration courses for migrant women (adults) Focusing on language learning and information about the national labour market, taking into account their needs	Number of sessions Participants Number of teachers	2 per year	





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	<i>Action 7.5 and Action 7.6.</i>	To give visibility to women, and specifically migrant and racialised women, in science in different scientific fields	Number of curricula with explicit references to women in scientific fields	10% of course units offered by the HEI	
<b>MEASURE 8</b>	<i>Action 8.1.</i>	To establish protocols with the major regional employers for a placement of a minimum quota of immigrant women	Number of protocols	5	
	<i>Action 8.2.</i>	One training session about subordination processes in the labor market	Number of sessions Number of participants	1 per year All course coordinators At least 3 employers in the area of each of the courses taught at the HEI	Attendance register
	<i>Action 8.3.</i>	Creation or dissemination of a digital platform with the major regional and local employers	Number	1 within the next 2 years	
	<i>Action 8.4.</i>	Questionnaire to employers to ascertain specific skill needs.	Response rate	30% of the universe of employers	
	<i>Action 8.5.</i>	Creation of a financial program to support business incubator	Number	1 within the next 2 years	
	<i>Action 8.6.</i>	Training sessions for capacity building in the area of entrepreneurship	Number Number of participants	2 per semester 10% of students	Attendance register
	<i>Action 8.7.</i>	Creation of a grant for the best entrepreneurship initiative	Number	1 within the next 2 years	
<b>MEASURE 9</b>	<i>Action 9.1.</i>	Protocols with local organizations and public social services that work with immigrant students (associative movements, health services, public foreign services, real state agencies)	Number of protocols	Increase existing ones by 10%	
	<i>Action 9.2.</i>	Protocols with local entities whether public or private to fill a minimum quota for migrant women in internships	Number of protocols	Increase existing ones by 10%	
	<i>Action 9.3.</i>	Print brochures with positive attitudes towards inclusion and multicultural diversity	Number	1 within the next 2 years	
<b>MEASURE 10</b>	<i>Action 10.1.</i>	Training sessions of human resources professionals with gender sensitive approach	Number of sessions Number of participants	2 per year 20 participants (human resources professionals)	Attendance register
	<i>Action 10.2.</i>	Training sessions for employees of the major local and regional employers	Number of sessions Number of participants	2 per year 20 participants (local and regional employers)	Attendance register
<b>MEASURE 11</b>	<i>Action 11.1.</i>	Awareness campaign about gender-based violence on migrant women	Number	1 per year	





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	<i>Action 11.2.</i>	Workshops about preventive measures to combat gender-based violence on migrant women	Number of workshops Number of participants	2 per year 20 participants	Attendance register
	<i>Action 11.3</i>	Creation of the Strategic Commission for the prevention of gender violence	Strategic Commission for the Prevention of Gender Violence	Creation of the Commission	
<b>MEASURE 12</b>	<i>Action 12.1.; 12.2.; 12.3.</i>	Creation of a manual of norms and procedures to combat racism, xenophobia and any form of discriminatory treatment based on identity characteristics.	Number	1 within the next 2 years	
	<i>Action 12.1.; 12.2.; 12.3.</i>	Culture-sensitive education materials/ toolkits	Number	1 within the next 2 years	
<b>MEASURE 13</b>	<i>Action 13.1.</i>	Workshops on active methodologies	Number of workshops Number of participants	2 per year 20 participants	Attendance register
	<i>Action 13.2.</i>	Training of adult teachers on human rights with a gender-sensitive approach and the needs of migrant women	Number of workshops Number of participants	2 per year 20 participants	Attendance register
<b>MEASURE 14</b>	<i>Action 14.1.</i>	Creation of an international network of teachers and researchers working in the field of education and training of migrants	Number	1 within the next 2 years	
<b>MEASURE 15</b>	<i>Action 15.1.</i>	Organization of an International Seminar about adult education of migrants.	Number Number of participants	1 per year 60 participants (from at least 3 countries)	Attendance register



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