

# PR2 WORKSHOP FOR MIGRANT WOMEN



360

REWIND

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# Introduction



The 360 Rewin project aims to provide a comprehensive response to migrant women, addressing their needs and promoting integration into the host country from a holistic perspective. This project is focused on combating violence and gender inequality as fundamental pillars.

From these perspectives, the goal is to give a voice to women, make their role in the migration process visible, and help them overcome the passive and defenseless image of migrant women. The aim is to contribute to self-determination and personal decision-making from a multi-referential perspective. The increasing feminization of migration requires institutions to address the growing risks and vulnerabilities faced by women simply because of their gender.

Migration is not without consequences, and migrant women may experience negative impacts, including:

- Profound social and cultural changes.
- Economic difficulties.
- Lack of knowledge or proficiency in the language.
- Administrative challenges.
- Loss of family ties or physical and emotional distance from the family places them in a situation of deprivation or limitation of their support network.
- Deal with social rejection and, at times, xenophobic attitudes from the native residents of the destination country.
- Psychological impacts: feelings of homesickness, insecurity, depression, and a sense of loss for the familiar. Many individuals experience a "migration mourning" process that may take a generation to overcome. Migration poses a psychopathological risk, especially when there is a vulnerability in the migrant's personality structure. The psychological effects of migration vary based on factors such as age, the containment capacity support of the new environment, and adaptation to the language of the surroundings.

This proposal is crafted with the input of professionals engaged in the support of migrant women, irrespective of their experience with violence. Additionally, in its design, identified needs within the Rewin 360 project framework have been considered, ensuring that future professionals (current university students) are trained in these topics to address the content. This proposal is flexible, and it will be up to the professionals implementing it to prioritize modules based on the characteristics of the participating women. The methodology will incorporate a gender and interculturality perspective as fundamental axes.



## 1.- COURSE OBJECTIVES

General Objective:

- Contribute to the well-being of migrant individuals and facilitate their adaptation to the host culture.

Specific Objectives:

- Deliver a detailed and flexible program suitable for diverse professionals, ensuring its practical application with migrant women.
- Provide resources to professionals engaged in educational or facilitative roles in multicultural settings, addressing the unique needs of migrant women.

## 2.- METHODOLOGY

The proposed methodology involves working with diverse groups of women, considering variations in their home country or region and other social characteristics (such as age, education level, language proficiency, etc.). This approach is beneficial for promoting social openness, overcoming stereotypes, and facilitating the development of support networks among them, enabling each individual to contribute their unique "qualities".

However, the possibility of working with homogeneous groups is also considered, provided that the professionals organizing these courses deem it necessary due to the particular circumstances of the group of women (e.g., situations involving trafficking) or when Spanish proficiency is low, requiring the use of the women's native language or another language that facilitates effective participation in the activity.

Two essential principles guide the methodology: interculturality and a gender perspective.

- Incorporating an intercultural perspective involves understanding cultural diversity and respecting differences as a resource that enhances interaction and communication among all individuals. In turn, this fosters coexistence between minorities and majorities while respecting the rights of everyone in a context of equality. Emphasizing interculturality is seen as a valuable resource for ensuring integration quality and reducing issues of isolation and marginalization.



- The gender perspective will be consistently integrated across all modules and proposed activities.

### **3.- CONTENT**

These materials are structured into five modules, which can be adjusted based on the participants' group needs and the available time for implementation.

Modules:

- I. Access to resources.
- II. Migrant women.
- III. Vulnerability situations for women.
- IV. Rights and responsibilities for migrant women.
- V. Employment guidance.

### **4.- TIMING**

The course is designed to be adaptable to the availability of the participating women. It is structured in a modular approach so that, while the optimal choice is continuous participation in all modules, interested women can attend only one or two sessions and resume the training after some time when the course is repeated.

The proposal suggests conducting 20 sessions on a weekly basis, each lasting for 2 hours.

### **5.- EVALUATION**

Considering the unique circumstances of the target group, a pre/post-training assessment may not be feasible. However, if possible, appropriate questionnaires may be employed to gauge the effectiveness of the intervention. These could include:

- Adaptation Difficulty Scale (Echeburúa, Corral and Fernández-Montal, 2000).
- Perceived Stress Scale (Cohen, Kamark and Mermelstein, 1983; Spanish adaptation by Remor and Carrobles, 2001).
- General Self-Efficacy Scale (Schwarzer y Baessler, 1996; Spanish adaptation by Pérez-García, Bermúdez-Moreno, y Sanjuán-Suarez, 2000) .
- Connor-Davidson Resilience Scale (Connor-Davidson, 2003).
- Wadnild y Young Resilience Scale (Wadnild y Young, 1993).



Attendance and participation will be monitored consistently. At the end of each module, the participants' satisfaction level will be evaluated (see Annex I). Following the initial implementation of the course, professionals involved will conduct a comprehensive assessment to review all aspects of the program (objectives, content, resources, etc)

### **References:**

Programa CLARA Instituto de la Mujer (cf.

<https://www.inmujeres.gob.es/areasTematicas/AreaProgInsercionSociolaboral/CLara.htm>

Guía Práctica para la Dinamización de Grupos de Mujeres con Experiencia Migratoria

<https://www.eapn.es/publicaciones/90/guia-practica-para-la-dinamizacion-de-grupos-de-mujeres-con-experiencia->

[https://aieti.es/wp-content/uploads/2019/02/Violencia\\_genero\\_mujeres\\_migrantes.pdf](https://aieti.es/wp-content/uploads/2019/02/Violencia_genero_mujeres_migrantes.pdf)

<https://docplayer.es/3677714-Guia-practica-dinamizacion-espacios-desarrollo-personal-profesional-mujeres-inmigrantes.html>





# Training Module

## MODULE 0: Getting to know each other



This module aims to create a collaborative working environment where all participants feel all embraced and respected, regardless of their origin, reason for migration, or current situation.

### Activity 1

Introduction and participant-professional presentation dynamics.

### Activity 2

Explanation of session objectives.

Establishment of group working norms.

### Activity 3 (Optional)

Implementation of questionnaires to assess the current situation of participating women and to measure changes in stress, coping abilities, and resilience at the end of the course. Choose from the following:

- Adaptation Difficulty Scale (Echeburúa, Corral and Fernández-Montal, 2000).
- Perceived Stress Scale (Cohen, Kamark and Mermelstein, 1983; Spanish adaptation by Remor and Carrobes, 2001).
- General Self-Efficacy Scale (Schwarzer y Baessler, 1996; Spanish adaptation by Pérez-García, Bermúdez-Moreno, y Sanjuán-Suarez, 2000) .
- Connor-Davidson Resilience Scale (Connor-Davidson, 2003).
- Wadnild y Young Resilience Scale (Wadnild y Young, 1993).



# MODULE 1.- Access to Resources

Immigrant women are often affected by challenges in various areas, such as residence or work permits, education, healthcare, legal assistance, etc. These issues hinder the full integration of this group into the host society, leaving them in conditions of significant vulnerability.

Therefore, the first step in reducing the risk of vulnerability and actively promoting their well-being is to provide them with essential tools to understand the resources and processes of the host country.

The following points will be developed in accordance with the legislation of the host country:

- Ways to obtain residence or work permits.
- Access to the socio-healthcare system.
- Entry into the education system.
- Utilizing job counselling and employment services.
- Tapping into social support services.
- Accessing social and legal protection.
- Enrolling in language barrier overcoming training.
- Securing access to housing.

### Activity 1

Explanation of the regulations of the host country.

Reading of chapter 1 "Regulations related to the migrant and refugee population", pages 13-42, from the document "Situation of Migrants and Refugees in Spain (2022)" by the Ministry of Social Inclusion and Migrations.

[https://www.inclusion.gob.es/documents/1652165/2966006/INFORME\\_FISI\\_2022.pdf/eb4e20b3-84e9-48bf-b0e1-49fe13bbfb20?t=1689669175925](https://www.inclusion.gob.es/documents/1652165/2966006/INFORME_FISI_2022.pdf/eb4e20b3-84e9-48bf-b0e1-49fe13bbfb20?t=1689669175925)

### Activity 2

Reading and reflection on the contents of Section 3 "Areas of action in the integration of the immigrant population", from the document "How to Address the Integration of Migrant Women. Manual for Public Administrations" by the Ministry of Equality.

<https://www.inmujeres.gob.es/observatorios/observIgualdad/estudiosInformes/docs/011-integracion.pdf>



### Activity 3

Create, in pairs, a diagram that captures the difficulties and strategies for accessing resources.

Sharing/discussion.

### Activity 4:

Provide information about relevant centers and institutions for accessing resources. Identify on a city map the various public and private centers that can facilitate access to the necessary resources for migrant women.

Each woman should create her individual pathway to access resources.



# MODULE 2.- Migrant woman

This module plays a central role in the design of this course, aiming to empower women with tools to face the migration process, preventing exclusion and promoting their quality of life and well-being.

## 2.1. Adjusting Expectations

As the migration process begins, reality asserts itself, and individuals find that, at each step, their dreams may not always come true, revealing unexpected aspects. This mismatch between expectations and reality generates discomfort and even a feeling of helplessness among women. Progress in developing adaptive strategies and integration can only happen when expectations are aligned with reality.

Sometimes, before departure, the migrant or those around them may idealise the destination. However, upon arrival, they realize that little or nothing is as they had imagined or had been told. They had limited knowledge of the challenging living conditions, the difficulty of finding employment, the complexities of living irregularly or the difficulties of adapting to social habits, work, or environmental conditions. All these factors hinder the acceptance of the new situation and integrate the distance. with the home country (González Calvo, 2005).

The greater the mismatch between expectations and reality, the more negative emotional burden or stress immigrants experience. However, since a cultural and linguistic shock occurs (not excluded even if the same language is spoken in the home country), a negative emotional experience takes place. The migratory process is a radical change involving gains and losses, risks and benefits that require a process of internal reorganization. This reorganization process is called mourning, migratory mourning in this case. The mourning is not resolved solely with good work and a stable legal situation. Undoubtedly, when the benefits outweigh the losses, mourning is less complex as the individual tends to weigh and reduce their suffering with what they are achieving (Achotegui, 2008), but it still occurs.

González Calvo (2005) states that the psychological and social losses triggered by the migratory process involve mourning processes. This migratory mourning can be "simple" when migration occurs under favourable conditions, where the individuals encounter an environment that welcomes them and facilitates inclusion and the development of their migration plan (finding work, housing, a social network, etc.); this is less common. The most frequent is the "complicated mourning",

characterized by a combination of social and personal circumstances hindering the processing of losses. This latter type of mourning is the one that, if there is a previous foundation or a constant experience of stress, can endanger the mental health of the displaced person, potentially leading to the development of the so-called "Ulysses Syndrome".

According to the synthesis of other proposals by González Calvo (2005), migratory mourning is characterized by:

- It is partial, recurrent, and multiple: The "object" of the loss does not disappear forever, but there is the possibility of a reunion, affecting various processes:
  - Mourning for family and friends.
  - Mourning for the language.
  - Mourning for the culture.
  - Mourning for the land.
  - Mourning for social status.
  - Mourning for contact with the ethnic group.
  - Mourning for physical risks.
  - Mourning for the inability to return.
- It is experienced in constant ambivalence.
- It involves psychological regressions.
- It affects identity.
- It is also experienced by those who stay.
- The second migratory mourning: the return.

### Activity 1

Complete the table based on your experience.

What did you think you were going to find?	
How did you think they were going to receive you?	
What had they told you that you were going to find?	
What have you actually found?	



Reading the Blog: "Migrate, Why? Who? Where? What are their expectations?"

<https://piel-l.org/blog/45870>

Sharing and reflection on the answers. Use the blog text as a resource to stimulate dialogue. Does a text like this create realistic expectations?

### Activity 2

Visualization of the video:

<https://www.youtube.com/watch?v=62Ycne0sghg&t=14s>

### Activity 3

Create a map of dreams prior to emigration in three stages: "planning the journey," "the journey," and "settling in."

Mark the identified dreams, share and reflect on them.

Analyze the emotions that arise when expectations are not met, taking care to name the emotions as precisely as possible.

## 2.2. Gaining Resilience

Resilience refers to the ability of an individual or a group to face adversity, recover from traumatic events, and emerge strengthened from such situations.

A resilient mindset enables adaptive responses to risk situations, promoting a balance between risk and protective factors. These factors may be associated with permanent or occasional circumstances. Resilience can change throughout a person's life, especially when facing high risks or based on perception of risk, as in migration processes.

Resilience is an attribute that varies from person to person and can increase or decrease throughout the life cycle (Henderson and Milstein, 2003). Therefore, special care should be taken when risk situations converge in contexts of vulnerability. On the other hand, resilience is the individual capacity to face adversities, to stand firm with doses of perseverance, tenacity, a positive attitude,

and actions that allow progress against the current and overcome challenges (Chávez and Yturralde, 2006). Promoting resilience in migrants becomes a resource to facilitate their adaptation and ensure their well-being.

Identifying protective factors and positively influencing them is a valuable resource to enhance resilience.

Grotberg's model (2006) categorizes external supports promoting resilience, internal strength developed over time and interpersonal factors such as the problem-solving ability to cope with life's challenges into three categories: I have, I am, I can.

<p><b>I HAVE</b> <b>External supports</b></p>	<ul style="list-style-type: none"> <li>▪ Individuals within my family circle whom I can trust and who love me unconditionally.</li> <li>▪ People outside my family circle in whom I can place full trust.</li> <li>▪ Set boundaries for my behavior.</li> <li>▪ Individuals who support personal autonomy.</li> <li>▪ Positive role models.</li> <li>▪ Access to education, healthcare, and social services that I need.</li> </ul>
<p><b>I AM</b> <b>Personal factors</b></p>	<ul style="list-style-type: none"> <li>▪ A person who is appreciated by others.</li> <li>▪ A person generally calm and well-disposed.</li> <li>▪ A person who respects oneself and others.</li> <li>▪ A person who achieves their goals and plans for future.</li> <li>▪ A person responsible for their own actions and accepts the consequences.</li> <li>▪ A person who feels empathy.</li> <li>▪ A prosocial person.</li> <li>▪ A self-assured, optimistic, and confident person.</li> </ul>
<p><b>I CAN</b> <b>Interpersonal factors</b></p>	<ul style="list-style-type: none"> <li>▪ Ability to interact with others.</li> <li>▪ Generate solutions: new ideas or new ways for doing things.</li> <li>▪ Complete a task once started.</li> <li>▪ Find humor in life and use it to reduce tension.</li> <li>▪ Express feelings and thoughts assertively in communication with others.</li> <li>▪ Resolve conflicts in different areas I am part of.</li> <li>▪ Control my behavior (emotional, physical self-control, ...).</li> <li>▪ Ask for help when I needed it.</li> </ul>

Identifying one's capabilities enables the person to embark on a path to enhance their resilience.



Self-acceptance is crucial for everyone, but it becomes more critical for immigrants. This self-acceptance requires going through the processes of self-discovery, reconciliation with oneself, and self-valuation.

Another key point related to resilience is their ability to set achievable goals and have life purposes. As mentioned earlier, the objective that a person sets when migrating are not quickly fulfilled and sometimes may never be achieved. Therefore, the individual must readjust their goals, and this process is not an easy one.

### **Bibliographical references:**

González Calvo, V. (2005). El duelo migratorio. *Trabajo Social*, 7, 77-97. <https://dialnet.unirioja.es/servlet/articulo?codigo=4391745>

Achotegui J. (2008). Duelo Migratorio extremo. El síndrome del inmigrante con estrés crónico y múltiple. *Psicopatología y Salud Mental*, 11, 15-25. <https://www.fundacioorienta.com/wp-content/uploads/2019/02/Achotegui-Joseba-11.pdf>





# 3. Vulnerability situations for migrant women

## 3.1. Introduction

Violence against women is considered a violation of human rights that causes irreparable harm to victims due to its physical, psychological, sexual, social, and economic consequences. This violence arises from the existing inequality between men and women and the abuse of power in historically unequal relationships that have placed women in a subordinate position to men, a form of asymmetrical relationship reinforced by gender socialization and patriarchy. According to the WHO, 35% of women will experience violence (by their partners or outside the realm of partner relationships) at some point in their lives, with partner violence being the most common, affecting 30% of women worldwide. Additionally, the European Agency for Human Rights indicates that 33% of women have experienced physical and sexual violence since the age of 15, and 43% of them have suffered psychological violence from their partners or ex-partners.

Gender-based violence is suffered by women and girls simply because of their gender, without specific variables that increase the likelihood of experiencing it based on race, religion, age, cultural level, social class, etc. However, other variables that imply greater vulnerability, such as the situation of migrant women or those belonging to cultures where they may be subjected not only to physical violence but also to other forms of violence like female genital mutilation, child marriage, or human trafficking, must be considered. As Abril (2015) asserts, migrant women are much more vulnerable due to sociocultural, psychological, and personal variables that entail greater socioeconomic and institutional isolation.

Therefore, it is necessary to address violence against women and girls in all its aspects, considering the different forms of expression mentioned and their consequences from a gender perspective. This perspective allows us to analyze and understand how society has distributed gender mandates, i.e., how certain social systems are created and maintained based on whether you are born male or female.

Despite international organizations uniting criteria in recognizing different manifestations of violence against women, not all countries address it in the same way. Spain is a reference in the fight against gender-based violence, as evidenced by its legislative journey. Since 2003, data has been recorded to understand the number of women killed by their partners or ex-partners.

Undoubtedly, progress has been significant, achieving widespread awareness and social rejection of such behaviours, as well as significant involvement of professionals working in areas, such as social, legal, health, education, police, etc. Spain's concern for migrant women is also reflected in legislative changes. The circumstances faced by many foreign women in irregular administrative situations, i.e., lacking legal documentation to reside in the country, forced them to endure violence and remain silent because seeking help and reporting could lead to an administrative proceeding that could result in expulsion to their country of origin. Through Instruction SEM 2/2021 on the authorization of temporary residence and work for exceptional circumstances of foreign women victims of gender-based violence, protection is provided to migrant women, ensuring the rights recognized in the Comprehensive Law, thus prioritizing their status as victims of gender-based violence over their foreign status.

The Government of Spain, through the Government Delegation against Gender Violence, has been conducting a macro-survey every four years since 1999. According to the results obtained in the last Macro-survey (2019), the number of women born abroad who have experienced physical, sexual and emotional violence or perceived fear is higher than that of women born in Spain.

	Women born outside of Spain	Women born in Spain
Filed a complaint		
Non-partner sexual violence		
Victims of non-partner rape		
Sexual violence by male family members		
Sexual violence suffered in Spain		
Sexual violence suffered abroad		

Table: (Source: Own elaboration based on the Gender Violence macro-survey 2019)



As Abril (2015) asserts, migrant women are much more vulnerable due to sociocultural, psychological, and personal variables that entail greater socioeconomic and institutional isolation. Therefore, it is essential to understand, from a gender perspective, the variables that influence the socialization process (family, school, media, etc.) and the violence suffered by migrant women in particular. Education, as a socializing agent and responsible for the transmission of attitudes toward women and migration, deserves special attention to end violence, it is necessary to prevent it, and prevention involves acquiring values such as tolerance, respect, equality, solidarity...

## 3.2 Basic concepts: sex, gender, and gender identity

Although sex and gender have different meanings, not everyone is clear about the differences. It is necessary to clarify both terms and understand what we mean by sex and what we mean by gender.

When we talk about "sex," we refer to the biological differences between women and men, i.e., the anatomical and physiological differences determined at birth. A person is born with female or male sex. This concept should not be confused with the concepts of woman/man.

The term "gender" refers to the cultural and social construction made from biological differences. Society assigns different attitudes, aptitudes, roles, etc., based on biological sex, depending on whether one is born male or female. We can say that gender is learned. Gender assigns behaviours and emotional, affective and intellectual characteristics to women and men. Gender is, therefore, a cultural and historical interpretation that each society constructs with sexual differentiation, and through the attribution that each society defines as characteristic of the feminine or masculine, gender identity is shaped.



Gender is a foundational variable in the system of hierarchization and categorization of individuals, regulating relationships between women and men by assigning great value to traits and characteristics defined as masculine.

- Gender construction involves a set of agreements made by a specific community at a particular historical moment. It is an active and subtle process, more implicit than explicit, developed daily, leading each person to do what is expected of them. When this does not happen, it jeopardizes belonging to the group or one's identity.
- As a constitutive element of social relations, gender is expressed in:
  - Cultural symbols: visualizing social representations of both sexes.
  - Normative concepts: polarizing and repressing behaviours and tasks.
  - Institutions and policies: reproducing and valuing the assignment of roles and capacities.
  - Subjective identity: positioning and determining the life project of individuals.

During the socialization process, through interpersonal relationships, individuals, both men and women, internalize specific cultural patterns, incorporating norms and values imposed by society. Social agents have a significant influence on this process throughout development, cognitively and socially, from birth. In other words, through this process, individuals acquire values and norms, assume behaviours, and adapt to predetermined patterns, all influenced by socialization agents: family, school, peer group, and media.

- Family: Responsible for selecting the culture and values to transmit, the family influences children from an early age, reproducing observed behaviours and transmitting roles and stereotypes.
- School: A socialization space where knowledge is transmitted, and values and culture are conveyed through relationships with peers and teachers.
- Peer Group: Individuals connect with a group where they feel identified and share emotions, interests, etc. People usually belong to different groups: school, friendships, work, associations, etc.
- Media: A less traditional socializing agent than the previous ones, media can be more dynamic. While enabling active participation in social changes, they also contribute to perpetuating certain behaviours.

Gender roles put stereotypes into practice in society. They comprise behaviours, thoughts, emotions, feelings—everything expected based on our gender. Roles can also influence personality traits.

Both gender roles and stereotypes are learned and internalized through the socialization process, both individually and collectively. People adapt to expectations placed on them, perpetuating roles and stereotypes through daily actions, passing them down from generation to generation.

Stereotypes are social and cultural beliefs that attribute a set of characteristics to men and women, assigning behaviours, attitudes, ways of being, and feelings. They influence preferences toward sports, movies, activities, etc.

Stereotypes limit capabilities, hinder professional development, and constrain decision-making for both women and men. Sometimes, we may not openly recognize or think about them. When consciously asked about men and women, ideas we believed to be overcome may resurface. Assigned behaviours, values, or personality traits to a specific gender still exist.

### GENDER STEREOTYPES

<b>MEN</b>	<b>WOMEN</b>
Men are stronger and don't cry y no lloran.	Women are shorter and weaker
Men are better at sports	Women don't control their emotions
Men are braver.	Women enjoy shopping.
Men always want to flirt.	If a woman has many sexual relationships, she's "easy."
If a man has many sexual relationships, he's a winner	Women who dress in short skirts are more "easy."

### 3.3 Gender violence

Gender violence has become a serious global problem; violence that, despite the efforts of public policies, does not decrease, and of which we only know a minimal part. According to the WHO, violence against women, especially those exercised by their partners, has become a public health issue and is considered a violation of human rights.

It is violence that has remained hidden for many years because the aggressor has always enjoyed impunity, being absolutely normalized and legitimized, both by the aggressor and by society.

There are many women who do not have the necessary resources to start a new life without the aggressor, and certain variables influence the victim's decision-making, making it difficult:

- Fear of threats from the aggressor.
- Shame.
- Isolation.
- Economic dependence.
- Psychological dependence.
- Lack of family and social support.
- Lack of resources.
- Unawareness of rights.
- Distrust in the police and judicial systems.

To all this is added the little or no awareness that the woman who suffers violence from her partner often presents, maintaining cohabitation even at the risk of the aggressor ending her life.

This violence has some specific characteristics:

- It is absolutely silenced.
- It remains hidden in the partner relationship.
- It materializes exclusively in the partner or ex-partner relationship.

It is violence that affects any woman, regardless of age, social class, race, religion, etc. It is violence that women suffer just because they are women.

The Declaration on the Elimination of Violence against Women (UN, 1993) is one of the most important instruments in this matter; it defines this violence as: "Any act of gender-based violence that results in or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life."

"Partner violence refers to behaviours by the partner or ex-partner that cause physical, sexual, or psychological harm, including physical assault, sexual coercion, psychological abuse, and controlling behaviours."

According to this Declaration, violence against women includes the following behaviours:

- Physical, sexual and psychological violence that occurs within the family, including abuse, sexual abuse of girls at home, dowry-related violence, marital rape, female genital mutilation, other harmful traditional practices for women, acts perpetrated by other family members and violence related to exploitation.
- Physical, sexual and psychological violence perpetrated in the community at large including rape, sexual abuse, harassment, sexual harassment at work, in educational institutions and elsewhere, human trafficking and forced prostitution.
- Physical, sexual, and psychological violence perpetrated by the State, wherever it occurs.

According to Echeburúa, Fernández, and Corral (2009), gender violence forms a pattern of violent and coercive behaviours using:

- Physical assaults
- Psychological aggressions
- Sexual assaults
- Isolation
- Control
- Coercions
- Intimidation
- Etc.

Gender violence is considered a manifestation of inequality, and its roots are kept hidden and covered by patriarchy: "It is violence directed at women simply because they are women, considered by their aggressors to lack the minimum rights of freedom, respect, and decision-making capacity."

Gender violence has become a social problem of high dimensions, being a priority for both international organizations and most leaders (at the local, regional, national, and international levels), so we have extensive laws, treaties, recommendations, and specific regulations for each country.

### 3.4 Myths and realities about gender violence

Numerous myths perpetuate violent behaviours, strengthen them, and dilute the responsibility of the aggressor. These are mistaken ideas and beliefs that some people strongly hold onto to minimize the consequences of abuse and justify the abuser, who will see their behaviour legitimized. Let's examine some of them:

MYTH	REALITY
<p>A woman who stays in a relationship with her abuser does so because she wants to. If she wanted to leave the relationship, she could report it; she doesn't because she doesn't want to separate from him.</p>	<p>Leaving the abuser is not easy. The woman may not always have the support she needs from family and society. She may not be financially independent, not having her income; sometimes, she may not want to separate her children from their father. She may have an emotional dependence on the abuser or fear that the abuser will fulfil his threats. She may believe he can change with her help.</p>

<p>The woman is to blame; if she provokes it, she must have done something.</p>	<p>Abuse is humiliating for anyone; no one likes to be attacked. If the woman does not end the relationship, it is because she thinks her situation is similar to that of other women, normalizing it. Supporting this belief means accepting that the woman is solely responsible for the abuser's behaviour. On the contrary, the woman usually maintains a passive behaviour to avoid further attacks, trying to please the abuser by all means.</p>
<p>If they have children, it's better to endure.</p>	<p>One reason why women stay in the relationship is the existence of minor children. Women who have suffered abuse do not want to report it for fear that the father of their children will go to prison. They will endure and tolerate the abuse, considering it the best for the minors, who will grow up learning violent behaviours and probably reproduce them.</p>
<p>Aggressors have problems with alcohol and drugs.</p>	<p>Not all men who consume alcohol or drugs abuse their partners. While these substances can amplify aggression, it is not the cause of abuse. Abusers are aggressive with their partners or children, and the majority usually do not have problems with their coworkers, bosses, or friends.</p>
<p>Abusers are crazy, they have a mental disorder.</p>	<p>Abusers know exactly what they want and achieve their goals through their behaviour. They are fully aware of reality and are not mentally ill.</p>
<p>Violence in partner relationships is a private matter.</p>	<p>It is a crime in which the victim is helpless due to isolation and has many difficulties leaving the relationship. It is not a private matter. Anyone who knows of such a serious situation should report it to the authorities.</p>

<p>Violence only occurs in lower social classes.</p>	<p>Violence does not discriminate based on social class, cultural level, race, etc. Women with fewer resources are the ones who turn to Social Services for help. Many women with resources choose another path, such as divorce, without ever reporting abuse. This fact does not mean that women of higher social classes do not report the violence; they also do it.</p>
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Source: Velasco (2015)

## 3.5 Implications for women's health

Sexual violence is considered a crucial public health issue that must be addressed in various areas, such as healthcare, to meet the needs of those who suffer from it:

- Psychological health.
- Physical health.
- Monitoring and continuity of safety, mental health, and support.

According to the World Health Organization (WHO, 2013), sexual assaults have serious consequences for women's health. Regarding reproductive health:

- Gynaecological trauma
- Unplanned pregnancy
- Unsafe abortion
- Sexual dysfunction
- Sexually transmitted infections (STIs), including HIV infection
- Traumatic fistula

In terms of behavioural health:

- High-risk behaviours such as unprotected sex, multiple intimate partners, alcohol abuse, and other substances.
- Higher risk of perpetrating this violence by men and experiencing it by women.

Concerning mental health:

- Depression
- Post-traumatic stress disorder (PTSD)
- Anxiety
- Sleep difficulties
- Somatic symptoms
- Suicidal behavior
- Panic disorder

Fatal outcomes:

- Suicide.
- Pregnancy complications.
- Unsafe abortion.
- AIDS.
- Murder during rape or in defence of "honour".
- Infanticide of a child born as a result of rape.

The healthcare system is the principal receiver of women who suffer sexual assaults, specifically in the emergency department. The action protocols are focused on:

- Immediate attention in case of possible injuries.
- Prevention of sexually transmitted infections.
- Prevention of pregnancies.
- Serological and microbiological controls.
- Communication to the court and urgent submission of a judicial report.
- Healthcare professionals' actions in response to sexual assault are carried out in conjunction with the on-call forensic examiner for examination and sample collection.

It is advisable to have follow-up care for the victim's health, both physically and psychologically. In the Autonomous Community of Castilla y León, there is a comprehensive care program for victims of gender-based violence called "Objective Zero Tolerance", developed by the Department of Family and Equal Opportunities. It designs actions to address the needs of women victims of these crimes comprehensively.



## 3.6 Female Genital Mutilation. Health Consequences.

The World Health Organization (WHO) defines Female Genital Mutilation (FGM) as "all procedures involving the alteration or injury of female genital organs for reasons unrelated to medical decisions, and it is recognized internationally as a violation of the human rights of women and girls."

Regarding the consequences of mutilation, we can divide them into:

- Short-term: In this case, the consequences are diverse, including physical effects such as infections, haemorrhages, wounds, injuries, and even death due to shock or bleeding. There are also psychological consequences like an intense fear or lingering panic.
- Medium and long-term: Here, the consequences often involve gynaecological and urinary alterations, infertility, and, in general, difficulties related to motherhood. It is essential to highlight the sexual problems that arise after mutilation.

As for the action protocols for FGM, it is necessary to provide tools to those who may have the opportunity to detect and, thereby, prevent such practices. Active participation is required to alleviate the consequences experienced by women who undergo FGM. To achieve this, it is crucial to be familiar with national and international regulations, identify the resulting consequences, and equip professionals with the tools to intervene in these situations.

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## 4. Rights and Responsibilities of Migrant Women

When a person arrives in a host country, they do so with the intention of improving their living conditions and status or meeting their basic needs. The receiving society must ensure that the adaptation process is feasible without unnecessarily increasing the stress level of the migrant individual. However, migrating women must also develop attitudes of respect and openness to the new context.

In this context, we present brief ideas about the rights and obligations of migrant women. The issue of the rights and obligations of migrants is crucial from a pragmatic perspective, as it is closely related to both the integration of migrants and social cohesion, as well as the general acceptance of migrants and migration in the host society. Migrants, therefore, have responsibilities and obligations to both transit and destination countries. However, these responsibilities and obligations imposed by national legislation are not unlimited and must be limited in accordance with the obligations undertaken by the State under international law.

## 4.1 Rights

The International Organizations (UN, ILO, WHO...) have enacted regulations and recommendations that encompass the rights of migrants. These regulations have subsequently been incorporated into the legislation of different countries. Some of these regulations include:

- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)
- Global Compact for Safe, Orderly, and Regular Migration
- ILO Convention No. 143 concerning Migrations in Abusive Conditions and the Promotion of Equality of Opportunity and Treatment of Migrant Workers
- ILO Recommendation No. 151 concerning Migrant Workers (1975)
- Declaration on the Human Rights of Individuals Who Are Not Nationals of the Country in Which They Live (1985)

In Spain, various laws have been published that, while respecting international agreements, establish the rights of immigrants. For example, the Organic Law 4/2000, of January 11, on the rights and freedoms of foreigners in Spain and their social integration.

The United Nations General Assembly (UN) reinforced the principle of non-discrimination in the field of migration as a key element to ensure human rights in the New York Declaration, adopted in September 2016. This principle emphasizes that no discrimination should occur based on race, colour, sex, language, religion, political opinion, or any other status, including migration status. The only distinctions allowed in international law based on nationality or migration status—therefore not considered discrimination—relate to electoral rights and freedom of movement within states.

Regarding migrants entering a country regularly and those whose stay has been regularized, any restriction on freedom of movement or differential treatment from nationals must be legally justified. Migrants are also entitled to legal personality to the same extent as nationals (Article 16 of the ICCPR). They have the right to receive guarantees and procedural protection in all types of proceedings, including those related to immigration and emigration, criminal prosecution, detention, expulsion, or deportation. Migrants will enjoy equality before courts and tribunals, regardless

of the nature of the proceedings, without discrimination, and their right to a fair trial will be ensured and respected (Article 14 of the ICCPR).

While states retain the right to expel migrants from their territory, expulsion should only occur "pursuant to a decision reached in accordance with the law," allowing individuals to present reasons against their expulsion, particularly when return poses a risk to life. Consequently, arbitrary and collective expulsions are prohibited.

Article 33 of the Convention further prescribes a concomitant right for migrant workers to be informed by the sending, receiving, or transit state of "the requirements established for their admission, their rights and obligations under the law and practice of the state concerned". This article involves taking "all appropriate measures [deemed] suitable to disseminate the information mentioned or ensure that it is provided by employers, trade unions, or other appropriate bodies or institutions," as well as, as appropriate, the obligation to cooperate with other countries.

By adopting the New York Declaration, member states:

- Express their solidarity with individuals forced to flee.
- Reaffirm their obligations respect the human rights of refugees and migrants.
- Expressly recognize that protecting refugees and assisting host states is a shared responsibility to be assumed more equitably and predictably.
- Adamantly support countries affected by large-scale refugee and migrant movements.
- Agree to build on the fundamental elements of the Comprehensive Refugee Response Framework.
- Agree to work towards the adoption of the Global Compact on Refugees and the Global Compact for Safe, Orderly, and Regular Migration.

The four overarching objectives of the Comprehensive Refugee Response Framework are:

- Alleviate the pressures on host countries.
- Promote the self-reliance of refugees.
- Expand access to solutions in third countries.
- Support conditions in countries of origin to enable a safe and dignified return.

The Management Manual for the Reception and Integration System for Applicants and Beneficiaries of International Protection, developed by the General Directorate of Migrations of the Government of Spain in 2017, outlines actions that integrate the Reception and Integration System for individuals meeting certain conditions.

The itineraries require the active participation of the recipient in the planning, development, and evaluation of the integrated actions. Before the start of the itinerary, an evaluation and referral phase (E. And R.) takes place, assessing the profile and needs of applicants for referral to the most suitable resource. Once this assessment is complete, the integration itinerary begins, comprising three phases: reception (1st phase), integration (2nd phase), and autonomy (3rd phase). The total duration of the itinerary is 18 months, extendable to 24 months for vulnerable individuals. The timing of each phase must adjust to the level of autonomy of the recipient. When participants have educational and socio-labour skills particularly suited to the reception context or individuals with exceptionally elevated levels of integration or a significantly solid support network in Spain, a reduction in the duration of phases or direct access to the integration phase may be considered. In the latter case, the total duration of the itinerary will be 12 months, extendable to 18 months. The tasks for each phase are as follows:

1. **Reception Phase (1st phase):** Involves welcoming individuals into a reception centre or facility, aiming to meet their basic needs from the moment of their arrival in Spain and assist them in acquiring skills for independent living upon leaving the centre. Reception facilities are equipped with specialized technical staff, providing residents with accommodation, meals, and other services such as social intervention, psychological support, training, interpretation and translation, and legal advice. As noted earlier, in cases of individuals with exceptionally elevated levels of integration or a significantly solid support network in Spain, access to the Integration phase could be considered without the prior step of reception.
2. **Integration Phase (2nd phase):** Begins when individuals complete their stay in the reception facility and require continued support. The integration itinerary is adapted to promote their autonomy and independence. This phase primarily involves social intervention actions and economic assistance, carried out in the same province where the itinerary was initiated (unless there are exceptional circumstances). The entity responsible for the

integration phase will perform the following interventions with recipients (page 13):

- Establishment of an individual or family integration itinerary.
- Assessment and proposal of economic benefits from the project.
- Social intervention (access to the social context of reception, etc.).
- Guidance and accompanied referral to internal and external resources.
- Monitoring and evaluation of the individual/family social integration itinerary.
- Administrative procedures (registration, health card, document renewal, etc.).
- Educational procedures (childcare, schooling for minors, title homologation, management of economic aid associated with educational activities).
- Activities aimed at training and job integration.
- Activities directed towards the social integration itinerary.
- Detection, assessment, and monitoring of specific reception needs or vulnerabilities, if any.
- Assistance in housing search.
- Social, family, and intercultural mediation.
- Activities to access the social context of reception, training in social skills, basic legislation, and the structure of the state.
- Detection of signs of human trafficking. In case of detection, inform the reference professional in trafficking. Application of the SGII Protocol.
- Evaluation at the end of the intervention.
- Record of actions and management of user data.

3. **Autonomy Phase (3rd phase):** The itinerary may be completed with a third phase in which the recipient may need occasional or sporadic assistance or support in certain areas.



## 4.2. Obligations

The International Organization for Migration (IOM) states that "to develop their potential in a destination country, migrants must take affirmative measures. Primarily, this means learning the local language to facilitate the integration process as well as access to the job market. Migrants also must respect the laws and national customs" (page 44).

### 4.2.1 Learn and Speak the Language

Spain welcomes immigrants from a variety of ethnic backgrounds. However, following Bosch et al. (2015), most migration flows come from Latin America (30%), Eastern Europe (20%), and North Africa (13%). Undoubtedly, a shared language is a facilitating factor for the integration of immigrants and their social and labour inclusion. Discrimination resulting from not knowing the language of the host country is twofold because one is not familiar with the code framing the receiving culture, and one does not know the language of the host society. Therefore, one of the primary tasks for immigrants unfamiliar with the language of the receiving country is literacy courses. Various institutions offer the possibility of free Spanish courses with a gender perspective, aiming to provide tools for sociocultural inclusion in the reception process and create support networks among migrant women.

At times, women arriving from Latin America may also need a brief lexical update, especially when their job option is home-based work or caring for individuals in dependent situations. The lexicon of each country is unique, and sometimes, when the cultural level of migrants or employers is not extremely high, it creates communication problems that hinder their job retention and real integration.

### 4.2.2 Respect the Laws and Customs of the Host Country

The New York Declaration states that migrants must respect the laws and regulations of the countries that host them. This obligation is also recognized in the International Convention on the Protection of the Rights of All Migrant Workers and Their Families (Migrant Workers Convention) of 1990. Like Article 2 of the 1951 Convention relating to the Status of Refugees, Article 34 of the Migrant Workers Convention provides: "None of the provisions of this part of the Convention shall have the effect of exempting migrant workers and their families from the (...) obligation to respect the cultural identity of the inhabitants of those States."

The reference made in the New York Declaration that "refugees and migrants must respect the laws and regulations of the countries that host them" is directly preceded by the commitment of states to improve their integration and inclusion (paragraph 39). In some countries, migrants must fulfil obligations in the field of integration, for example, participating in certain integration programs. However, currently, international law does not contemplate any obligation of integration for migrants. Nevertheless, it is recognized that integration is "a two-way process of adaptation of migrants and host societies" in a spirit of mutual respect culture.

On a labour level, the Migrant Workers Convention acknowledges "the obligation [of migrant workers] to respect the cultural identity of the inhabitants" of the host countries. However, as it is a shared responsibility, integration programs should not impose cumbersome obligations on migrants, as sometimes happens with unrealistic language proficiency requirements.

#### 4.2.3 Respectful Use of Resources

Migrants must be aware that the socio-health resources of host countries are finite and rational consumption of these resources is necessary for both nationals and foreigners.

The anxiety to access employment, housing, or subsidies leads migrants to pilgrimage to institutions and NGOs whose mission is to assist migrants. As a result, the same woman may appear on three different lists as a job seeker. When this happens, the degree of discomfort among professionals is extremely high, and not only that, there can be interferences in the management that hinder the achievement of the objectives of migrant women.

It is proposed as an appropriate strategy that, exercising the freedom of each person seeking help, they become acquainted with various institutions and the professionals working in them. If several associations or institutions offer similar services, individuals should choose those where they feel most attended or closer to professionals or other users of the services.

In this regard, IOM points out that while the public perception of migrants is not uniform among countries, the responsibilities and obligations of migrants are increasingly associated with their non-compliance, especially regarding alleged

abuse of social assistance or a greater propensity for crime (page 4). This sometimes biased perception hinders the integration of migrants in the host country and social cohesion. Therefore, states need to strive to combat these perceptions by improving communication with the host society, and migrants should also adopt responsible behaviors.

The migrants must actively collaborate to maintain the quality of public and social services that the host country has made available to them.

### 4.3. The Issue of Acculturation

Adaption to the host society involves significant adjustments in the migrant's family, social, educational, or work spheres. The culture of the origin country is generally different from the culture of the host country, necessitating a cultural and psychological shift known as acculturation.

As mentioned earlier, migrants must respect the norms and customs and participate in the host society. However, there is also a need to maintain one's own cultural values (as a means of preserving identity and a certain personal consistency). The dynamics between maintaining one's own identity and becoming an integral part of the host society allow for various strategies:

- **Integration:** Maintaining one's cultural identity while being actively part of the host society.
- **Assimilation:** Preferring to abandon the cultural identity of origin to become part of the host society.
- **Separation:** Segregation as a lack of relationship with the host society while rigidly maintaining the identity and traditions of origin.

Navas et al. (2011) point out that acceptance of the host culture is not uniform across all areas. There is greater consensus between immigrants and the self-employed in peripheral areas (political, labour, and economic) and less consensus in core areas

(social, family, religious, or belief systems). This aspect leads to a strategy of assimilation in peripheral areas and separation in core areas.

From this, some practical implications arise: natives can expand their knowledge of the cultural characteristics of immigrant groups, making the increase in the foreign population less threatening.

### Activity 1

Viewing the video. The challenge of Migration. With Ariel Rot.

<https://www.youtube.com/watch?v=YgSiPvOJ2rQ>

### Activity 2

Presenting the document Number of female international migrants at mid-year 2020.

[https://www.migrationdataportal.org/international-data?i=stock\\_abs\\_female\\_&t=2020](https://www.migrationdataportal.org/international-data?i=stock_abs_female_&t=2020).

Identify the countries of destination and assess the difficulties of access to resources according to the volume of migrants arriving.

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# 5.- Employment guidance: Workshop for the development of personal employment projects.



## 5.1 Introduction: Foundations for the Construction of Employment-Oriented Projects (from the role of the job counsellor)

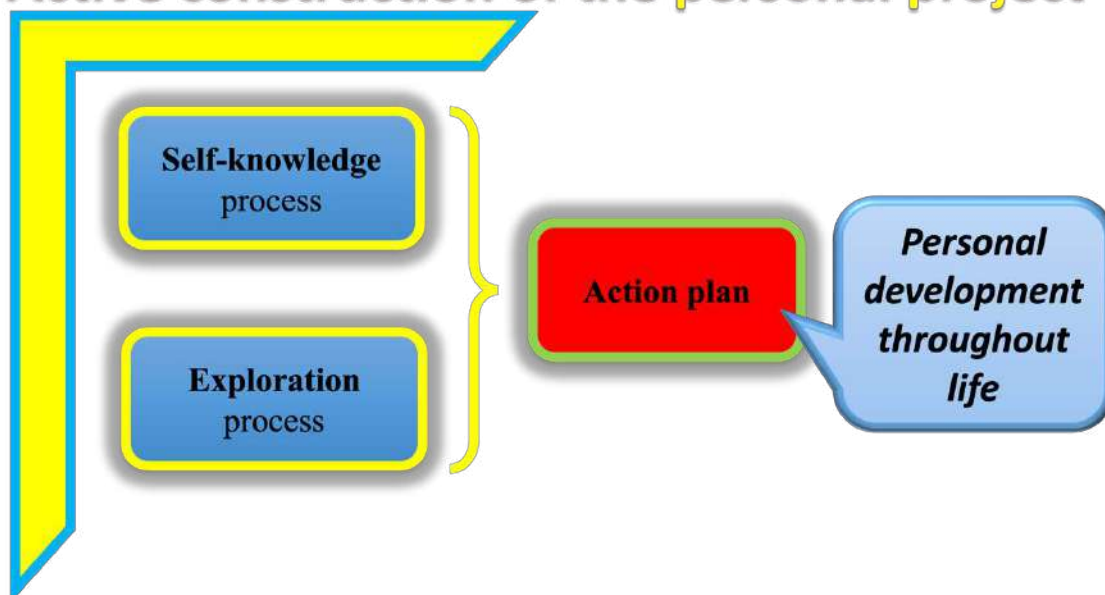
This section of the module is optional and can be approached either with the support of a professional in job searching or through the independent construction of a migrant woman's professional project. This section provides the foundation for some of the guiding principles behind actions to construct a personal project. Its completion is recommended especially the proposed activity.

### 5.1.1 Actively building a personal employment project

Career-oriented guidance, even in the academic-professional realm, maintains a fundamental reference point in job searching, as "work is an absolute value in itself in two senses: due to the importance that the individual attributes to work as a function to be developed in their life and because it marks them in their personal growth" (Cortés, 2006: 233).

Therefore, academic and job guidance for newly arrived migrant women in Europe demands a process of personal understanding, awareness of destination coordinates, and adaptability. Personal subjectivity plays a fundamental role, as their experiences, skills, and aspirations are unique and shape professional possibilities. In this context, guidance aims to promote self-awareness, allowing these women to explore and understand their abilities, interests, and values, thus paving the way for self-realization. Several types of projects offer a range of educational and professional options aligned with individual goals, promoting self-determination and the ability to make informed decisions to build a meaningful future in their unfamiliar environment.

## Active construction of the personal project



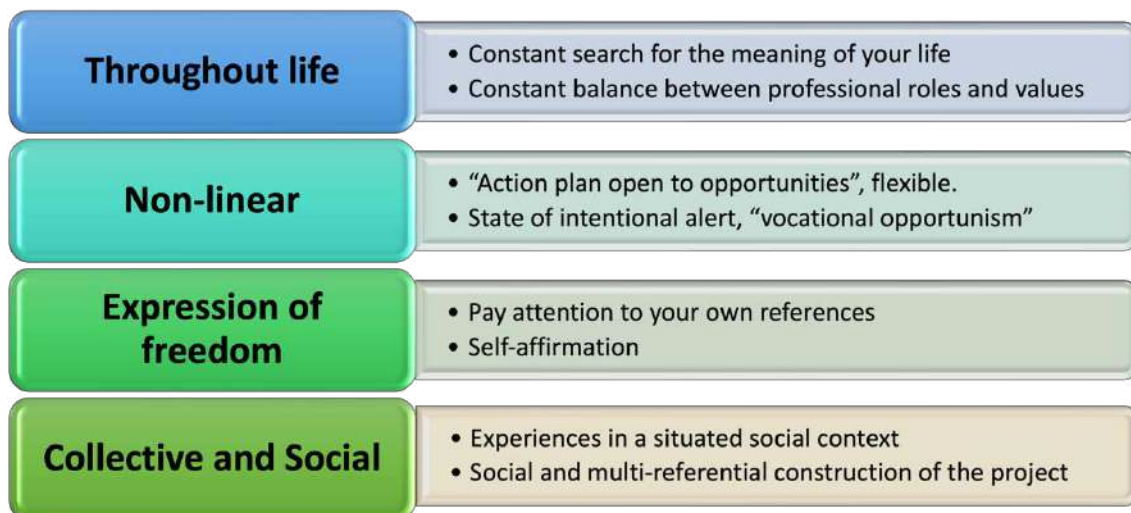
**Figure 1.** Active construction of the personal construction.

### 5.1.2 Principles of guidance for migrant women

Professional guidance must consider three basic principles: prevention, development, and social intervention (Álvarez, 1995). Prevention focuses on identifying potential challenges and barriers these women may face in their academic and professional adaptation, allowing for the implementation of proactive strategies to overcome obstacles. On the other hand, development centres on personal and professional growth, fostering self-awareness and acquiring the necessary skills to leverage educational and employment opportunities. Social intervention becomes a key point when addressing the various cultural and social dimensions that may impact the inclusion process, facilitating access to resources and support networks contributing to success in their new community. These principles, integrated into guidance, aim not only to steer migrant women in constructing their paths but also to strengthen their ability to proactively and successfully confront challenges.

### 5.1.3 Features in the construction of professional projects

The academic and employment guidance process for newly arrived migrant women in Europe is conceived as an academic-professional project that must be undertaken from each individual's unique subjectivity. This process inevitably aims for self-determination, understood as "being in the project" (Bernard, 1995: 36). Following Romero's perspective (2004), the development of this project should be characterized as a non-linear, rather than continuous, reflection throughout life. It should also provide a sense of freedom for the user, allowing her to explore and define her own goals and aspirations. This academic-professional project should also be situated in social coordinates, recognizing and addressing the cultural and social aspects that can influence the trajectory of these migrant women. In this context, the bases of prevention, development, and social intervention become fundamental pillars to guide and support migrant women in constructing their paths, promoting self-determination and success in their new reality.



**Figure 2.** Defining features of an academic-professional project (Adapted from Romero, 2004).

Thus, creating an academic-professional project involves the active and ongoing construction of a prospective action plan, reflected and supported by a previous process of self-awareness and exploration of the social and systemic environment. From this perspective, the academic-professional project, intrinsically linked to the life project, implies the conscious search for a lifestyle, as Romero (2004: 339) points out. This approach doesn't just cover educational and professional planning but also integrates the personal and aspirational aspects of each individual.

### 5.1.3 Why is it important to build a personal project in employment guidance?

The construction of a personal project in the career guidance of migrant women becomes crucial in the current systemic structure, characterized by a socio-labour situation marked by the flexibilization of the labour market, new demands, instability, and difficulties in access. Professional trajectories appear complex, paradoxical, and uncertain, requiring a strategic and proactive approach.

Acquiring the skills to construct personal projects not only provides tools to face these challenges but also encourages migrant women to take the lead, empowering them to make well-informed decisions and establish goals that align with their values and aspirations. In this dynamic context, the development of a personal project emerges as an essential tool to guide and enhance the path of these women towards successful integration into the host society.

### 5.1.4 Dimensions in the construction of a professional project

#### Chronological

The chronological dimension in employment guidance for migrant women encompasses a lifelong approach involving reflection that considers both the present and the past to carry out prospective planning. This temporal focus allows understanding the evolution of experiences, skills, and aspirations, facilitating a more comprehensive and tailored career guidance across various stages of life.

#### Personal

The personal dimension focuses on understanding personal and structural possibilities. It entails a deep exploration of individual motivations, personal goals, and the identification of one's limitations, contributing to career guidance that aligns with authenticity and personal aspirations.

#### Social

The social dimension emphasizes the importance of reflecting on environmental opportunities and resources alongside identifying and seeking social support. It considers interactions and social networks as fundamental elements for success in labour integration, promoting guidance that takes into account the social and cultural context of migrant women.

## Emancipatory

The emancipatory dimension refers to the "expression of freedom" in shaping personal and professional projects. It is characterized by an autonomous process and an active commitment to decision-making, empowering migrant women to define and pursue their goals with autonomy. Personal social references include the needs, interests, and responsibilities of women.

## Constructive

The constructive dimension is based on the idea of "being in the project", promoting flexibility in shaping personal and professional projects. It recognizes the importance of adapting to changes and adjusting goals as circumstances evolve, fostering a dynamic and responsive approach to career guidance.

## Self-affirmation

The self-affirmation dimension focuses on providing security to migrant women, fostering confidence and gradual satisfaction in their choices and professional achievements. It involves strengthening self-confidence and belief in their capabilities and facilitating career guidance that promotes a sense of accomplishment and personal well-being.

### 5.1.5 Activity Proposal for Considering Personal References: Want-Have.

The "Want-Have" activity for migrant women represents a valuable, albeit complex, tool in building their academic-professional project. This proposal, particularly recommended in the advanced phase of the process, requires that foundational elements, such as self-awareness and understanding of the environment, be firmly established. Migrant women are encouraged to engage in introspective exercise through a two-way table identifying (1) what they do have and want to maintain, (2) what they have but do not want, (3) what they do not have but want to acquire and (4) what they neither have nor want. If undertaken at the beginning of the guidance process, this profound and reflective task can serve as a starting point for creating their academic-professional project and even be compared with a new table at the end of the process for comparative analysis.

		WANNA	
		YES	NO
HAVE	YES	✓ ✓ ✓ ✓	* * * *
	NO	* * *	<b>X</b> <b>X</b> <b>X</b>

The procedure involves a prior deep reflection, followed by the development of the table as a tangible outcome, and finally, a reflective analysis with the counsellor. This activity must take place after prior introspective efforts by migrant women. The results analysis interview with the counsellor is presented as a valuable tool to solidify and shape the emerging professional project. This activity is intended for migrant women who have successfully progressed through the initial phases and are ready to take on the responsibility of creating their academic-professional project. It is important to note that this task may be complex and may require professional guidance, given its depth and the requisite maturity needed to address it successfully.

### 5.1.6 Activities: Content Test.

1. According to Cortés (2006), why is work considered an absolute value in career guidance?
  - a) Solely for its economic importance.
  - b) Due to its impact on the role to be played in life and personal growth.**
  - c) Because of its relevance in formal education.
  - d) Not mentioned in the text.

2. What does academic and career guidance demand for newly arrived migrant women in Europe?
  - a) Cultural adaptation and indoctrination process.
  - b) Understanding destination coordinates and adaptability.**
  - c) Focusing solely on job search.
  - d) Ignoring personal subjectivity.
3. What is the fundamental role of personal subjectivity in guidance for migrant women?
  - a) It is irrelevant.
  - b) Defines professional possibilities and multireferential trajectories.**
  - c) Only affects personal life.
  - d) Should be ignored in the process.
4. What does guidance seek to promote through self-awareness?
  - a) Dependence on the counsellor's decisions.
  - b) Explore and understand skills, interests, and values.**
  - c) Limit educational and professional options.
  - d) Avoid self-realization.
5. Why is the construction of a personal project considered crucial in the career guidance of migrant women?
  - a) Due to current fashion and trends.
  - b) Because of the complexity and uncertainty in professional trajectories.**
  - c) To adhere to rigid social norms.
  - d) Because it is a legal requirement.

## 5.2 Composition and Process of Building an Academic-Professional Project

The construction of academic-professional projects is divided into three essential phases, according to Romero (2004), which will guide the presentation of the workshop proposal for the construction of professional projects.

### 1. Self-awareness:

- Begin with personal reflection to understand who you are and how you perceive yourself.
- Explores your interests and values, identifying what is important to you.

### 2. Exploration of the work environment:

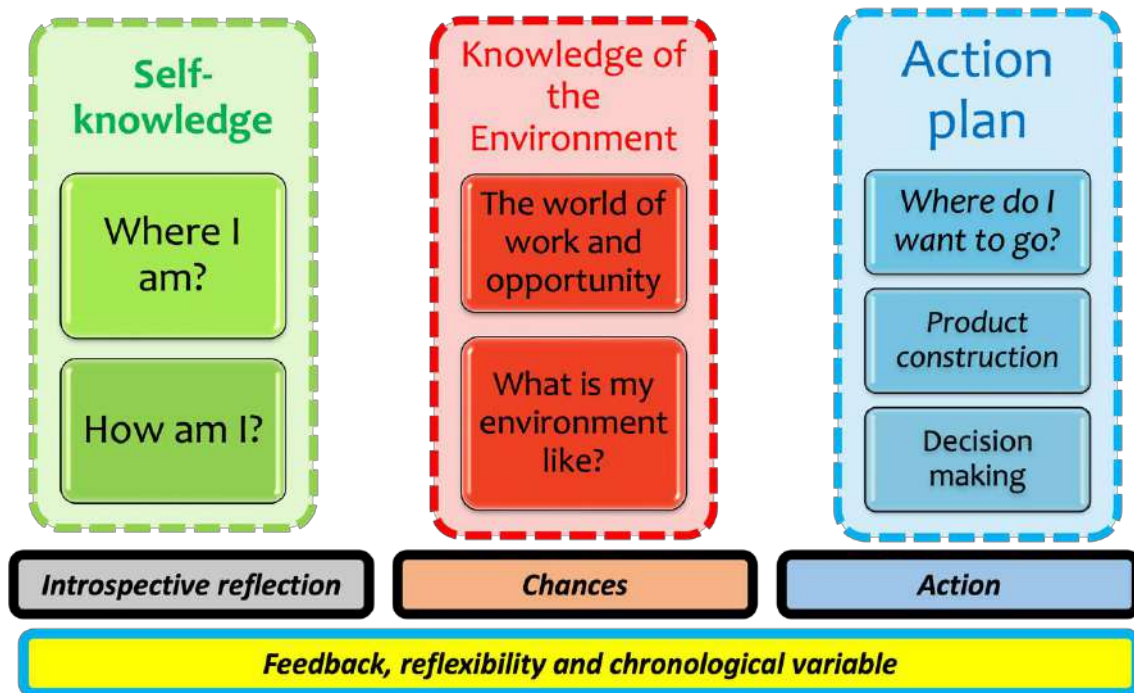
- Connect your self-awareness with the potential work world.
- Examine how the work market is, what opportunities it offers, and how they align with your interests and skills.
- Gather information about possible academic, training, and professional trajectory options.

### 3. Action plan and decision-making:

- Develop an action plan based on your goals and identified opportunities.
- Make deliberate decisions by contrasting what you desire with actual possibilities.
- Commitment and continuous reflection on your professional path are fundamental for emancipation and personal growth.

In summary, building an academic-professional project involves knowing oneself, exploring available professional options and making informed decisions to forge a path that reflects your freedom and constructive self-affirmation.





**Figure 3.** Phases in the Construction of an Academic-Professional Project (Adapted from Romero)

## To learn more (optional -expandable-):

Two films: Erin Brockovich and Good Will Hunting and their practical application.

### **Erin Brockovich**

The movie "Erin Brockovich" is related to the construction of a personal, professional, and life project when Erin, played by Julia Roberts, is investigating and gathering information for a water contamination case.

Erin demonstrates a high determination to understand the scientific and legal aspects of the case despite lacking formal academic training in these areas. She uses her innate ability for research and self-directed learning to collect data, interview experts, and comprehend the complexity of the problem.

### 1. Self-learning and Self-awareness:

- Erin consistently shows a willingness to learn and understand new disciplines without formal education in those specific areas.
- She exhibits a high degree of self-awareness by recognizing her own abilities and applying them effectively.

### 2. Exploration and Commitment:

- Erin immerses herself in researching the case, exploring the science and law related to water contamination.
- Her commitment to the project goes beyond her own interests as she seeks justice for the affected community.

### 3. Decision-making and Action:

- Erin makes informed decisions by gathering evidence and presenting compelling arguments to progress the case.
- Her resolute action demonstrates how conscious decision-making and action can make a difference in building a meaningful professional project.

Video of the scene:

<https://youtu.be/BGX4nMrnxg0?si=c97t-Kr2xCkW9UkL>

### ***Good Will Hunting***

In the "Your Move Chief" scene from Good Will Hunting, the main character, Will Hunting, played by Matt Damon, is in therapy with psychologist Sean Maguire, played by Robin Williams. In this scene, Sean uses a chess game to convey a profound message about life and decision-making.

The scene can be linked to the construction of an academic-professional project as follows:

### 1. Self-awareness:

- Will Hunting demonstrates exceptional skills in mathematics and problem-solving.
- Therapy with Sean focuses on exploring Will's emotional barriers and her resistance to moving forward in life.

### 2. Exploration of the work environment:

- Sean, through chess, motivates Will not to limit himself by his complex past and to consider opportunities outside his comfort zone.
- The conversation addresses the importance of facing the fear of change and exploring the world beyond the known.

### 3. Action plan and decision-making:

- Sean urges Will to make decisions that lead him towards a meaningful future, overcoming self-imposed limitations.
- The scene highlights the need to confront challenges and commit to a path that reflects authenticity and personal aspiration.

Video of the scene:

<https://youtu.be/oRG2jIQWCsY?si=2GSYRrltgZkCbjt>

#### 5.2.1 Self-awareness

Self-awareness plays a pivotal role in the transformation of a woman in her journey and the development of a meaningful project. Considering the phases of anticipation, exploration, and crystallization, here is a detailed description of how self-awareness should be in this process:

#### 1. Anticipation:

- In this phase, self-awareness entails the ability to gaze into the future and comprehend one's own objectives, values, and aspirations.
- The woman at her destination must reflect on her desires and expectations to anticipate how she envisions her long-term life and project.
- Key questions: What goals do I want to achieve? What are my core values? How do I envision my future?

## 2. Exploration:

- **Introspective:**

- It involves looking inward and understanding emotions, strengths, and areas for improvement.
- The woman must explore her abilities, interests, and personal motivations to align them with her goals.
- Key questions: What are my unique skills? What am I passionate about? How do I manage stress and challenges?

- **Environmental:**

- It involves understanding the social, work, and cultural environment in which she finds herself.
- Exploring the environment will help adapt personal goals to the surrounding reality.
- Key questions: How does my environment impact my decisions? What are the opportunities and challenges in my environment?

## 3. Crystallization:

- **Identity:**

- The final phase involves defining and crystallizing one's own identity and purpose.
- The woman must have clarity about who she is, what matters to her, and how her goals align with her authenticity.
- Key questions: How can I express my identity through my project? What meaning does it have for me?

### 5.2.1.1 The Wheel of Life: Activity Proposal for Self-awareness and Introspection. Where Am I?

The "Wheel of Life" is a powerful tool derived from coaching that aims to encourage reflection on different areas of life and assess the level of satisfaction in each.

This visual and graphic activity allows migrant women to explore and understand the various spheres influencing their well-being and development. By representing the results in a circular form, the wheel provides a holistic view of life, helping identify areas that require attention and action to achieve a satisfactory balance.

#### **Procedure:**

##### **1. Selection of Influential Personal Areas:**

- Each migrant woman chooses the areas of her life she considers most influential and significant for her well-being and personal development.
- They can complete all the proposed sections on the wheel or add specific areas they find pertinent to their migration experience.

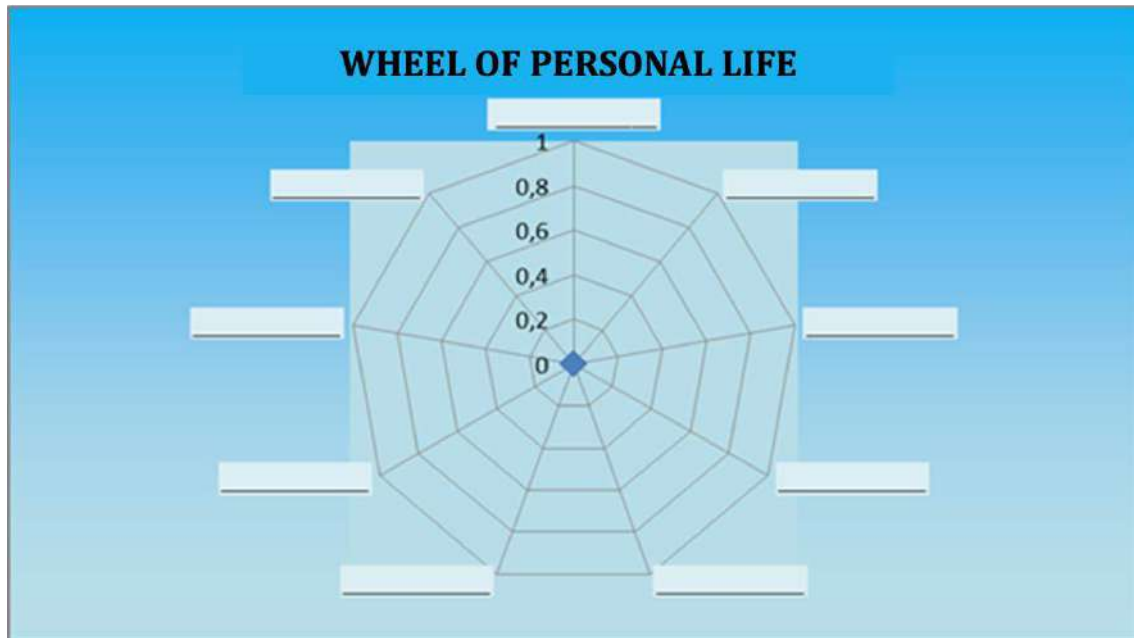
##### **2. Creation of the Personal Wheel of Life:**

- Individually, assign a value from 0 to 10 to assess personal satisfaction in each selected area.
- Encourage deep reflection before assigning scores, considering how they feel in each aspect and how satisfied they are with their current situation.

#### **Specific Considerations for Migrant Women:**

- **Migration-Related Areas:**
  - Include specific aspects related to migration, such as cultural adaptation, support networks, community integration, and intercultural relationships.
- **Emotional Well-being:**
  - Given that migration can involve emotional challenges, add a specific section to assess emotional well-being and the ability to cope with stress.

- **Professional and Educational Development:**
  - Consider specific aspects of professional and educational development, such as access to job opportunities, development of language skills, and education.



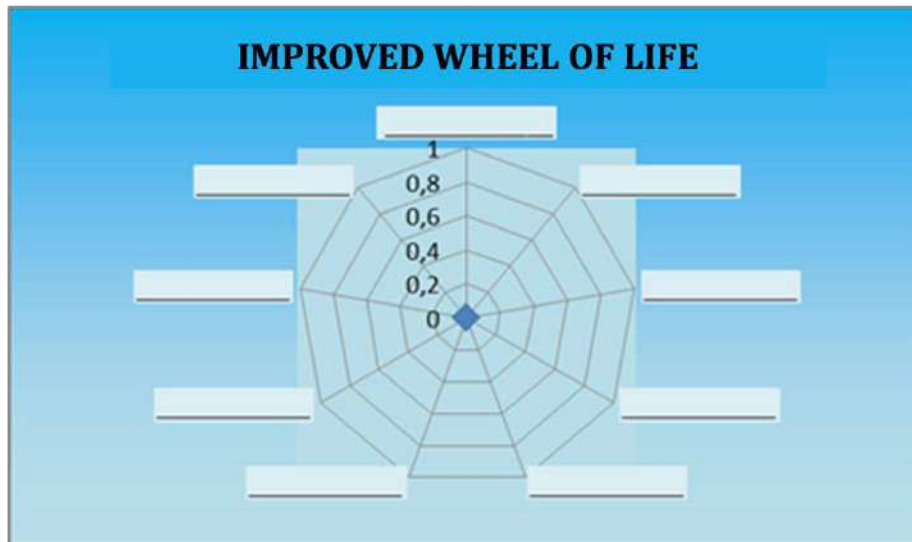
***Possibility of continuing the activity:***

**3. Reflective Analysis:**

- After individually completing the "Wheel of Life," we come together in pairs or trios with someone trustworthy, if done in a group or with the professional guiding the activity.
- We analyze and reflect on the areas represented in the wheel, discussing the reasons behind the assigned subjective evaluations.
- The focus is on gaining a deeper understanding of the rationale behind each assessment and sharing experiences and perspectives.

**4. How Would I Like My Wheel to Be?**

- Each participant articulates how they would like their "Wheel of Life" to be in the future, envisioning improvements in the areas they identified as less satisfactory.
- This reflection allows them to visualize goals and aspirations to achieve a more complete and satisfying balance in their lives.



### 5. How Will I Improve My Life in Those Aspects?

- Participants are invited to reflect in detail on concrete actions they can take to enhance the less satisfactory areas of their lives.
- Emphasis is placed on distinguishing between what they can or cannot control, encouraging the identification of achievable and realistic actions.
- Each participant has the opportunity to express their thoughts and strategies, providing a personal space for reflection and planning.

#### 5.2.1.2 Strengths, tuning project: activity proposal for self-awareness and introspection. How am I in the academic-professional market?

Tuning Project in the Selection of Academic-Professional Competencies.

The Tuning Project (<https://tuningacademy.org/>) is a European initiative aimed to harmonize and enhance the quality and relevance of higher education programs in Europe. In the context of academic-professional competencies, the Tuning Project identifies essential skills that professionals need to have in order to perform effectively in their respective roles.

These competencies not only focus on technical knowledge but also on cross-cutting skills and attitudes that contribute to the comprehensive development of individuals. These competencies are relevant in a diverse and changing labour market.

For migrant women arriving in Europe, the Tuning Project may be of interest by providing a common framework of competencies valued in the European academic and professional sphere. It facilitates adaptation to the European educational and labour system by aligning expectations and necessary skills.

**1. Self-Rating Questionnaire:** (it would be desirable to generate a graph with the selected scores)

- Each migrant woman completes an individual questionnaire where she rates her professional competencies on a scale of 1 to 10.
- The 22 competencies proposed in the questionnaire are selected, although the possibility of expanding to the 30 of the Tuning Project is open.

### Professional Competencies

1. Achievement motivation		12. Self-control	
2. Autonomy		13. Organization	
3. Openness to change		14. Initiative	
4. Fatigue resistance		15. Assertiveness	
5. Tenacity and frustration resistance		16. Emotional stability	
6. Teamwork		17. Extrinsic motivation	
7. Willpower		18. Communication skills	
8. Self-Criticism		19. Involvement in group tasks	
9. Social commitment		20. Sociability	
10. Responsibility		21. Leadership	
11. Self-Esteem		22. Flexibility	

### 2. Strengths and Weaknesses Overview:

- After the self-assessment, relative strengths and weaknesses are identified.
- Scores above six are considered strengths or those that significantly stand out from the rest, prompting reflection on how to leverage them.
- Lower scores may indicate areas for improvement, and participants are encouraged to reflect on how to address and develop those competencies.

This activity provides personalized self-assessment and an opportunity to discuss strategies for professional development, aligning competencies with the expectations of the Tuning Project in the European context and facilitating the effective integration of migrant women into the European academic and professional environment.



### 5.2.1.3 Activity: Life Stories in Academic-Professional Development.

The "Professional-Personal Life Story" interview is presented as a valuable tool in the academic-professional orientation process for migrant women. The interview can be conducted with the support of a professional or autonomously through introspective exercises.

In this phase of self-discovery and preparation for integration into an unfamiliar environment, the interview provides a unique space where personal, academic, and professional experiences intertwine, allowing for a holistic understanding of the individual.

The interview's approach is based on open-ended questions that allow for expression. The use of micro-narratives facilitates migrant women to share their concerns, aspirations, and challenges in detail. Each question prompts reflection on crucial moments in life, academic and professional interests and the impact of the family and educational environment on personal development.

Analyzing the academic and professional trajectory, supported by creating chronological timelines, offers a visual and sequential perspective that helps comprehend evolution over time. Furthermore, projecting into the future, captured in the vision of the desired trajectory, provides a framework for setting goals and aspirations. Questions about the ideal work situation and the influence of external factors such as social, political, and media-related aspects open a reflective dialogue on the interaction between context and personal, academic, and professional development.

Below is a set of sample questions that can guide the interview:

1. *What events are the most significant in your life? When did they occur? Why are they important?*
2. *What have been your academic and professional interests throughout your life? What are your current interests for the future?*
3. *What has your family life meant and means to you?*
4. *Do you believe your family or environment has helped or hindered your personal development? What about academic and professional aspects?*

5. *Do you think your formal and informal education has helped or hindered your personal development? What about academic and professional aspects?*
6. *What has been your academic and professional trajectory? Express dates, events, and your assessment of them. Draw a chronological timeline.*
7. *What would you like your academic and professional trajectory to be in the future? Create a chronological timeline.*
8. *What, for you, would be the ideal work situation?*
9. *Do you believe that social, political, economic events and media have influenced your personal development? What about academically and professionally?*

#### **5.2.1.4 Additional information: professional interests and vocational personality (optional and external)**

Activities are proposed to guide women using pre-designed tools. Hence, it is essential to evaluate how well the individual's current life situation aligns with their professional possibilities and prospects.

Holland's Vocational Theory (1997), which classifies individuals into six types of professional personalities, offers an intriguing method for guiding migrant women. This dynamic group is based on Holland's theory and can be particularly beneficial in helping migrant women understand their professional preferences and strengths in the context of their new reality. The timing and professional possibilities should be considered when evaluating this activity.

Useful links for the external implementation of the activity:

<https://www.careerkey.org/fit/personality/hollands-theory-of-career-choice>

<https://www.careers.govt.nz/resources/career-practice/career-theory-models/hollands-theory/>

In addition to the Holland test, the following virtual questionnaires related to professional interests can be considered:

#### **1. MyPlan.com:**

- *Description:* Offers various tests, including the "Career Personality Test" and the "Skills Profiler."
- *Website:* MyPlan.com

## 2. O\*NET Interest Profiler:

- *Description:* Helps discover job-related interests and provides career suggestions.
- *Website:* O\*NET Interest Profiler

## 3. CareerExplorer:

- *Description:* Provides a detailed and personalized career orientation test.
- *Website:* CareerExplorer

## 4. 16Personalities:

- *Description:* Focuses on personality but offers information about careers and work environments.
- *Website:* 16Personalities

## 5. Princeton Review Career Quiz:

- *Description:* A brief questionnaire to explore possible careers.
- *Website:* Princeton Review Career Quiz

## 1. Professional Personality Recognition:

The application "Holland Test" allows migrant women to explore and discover their predominant personality type among the six proposed (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional).

## 2. Analysis Dynamics:

Group participation is encouraged, when the graphical representation of a hexagon. Discussion and exchange of experiences are facilitated among migrant women with similar or complementary personalities.

## 3. Identification of Suitable Work Environments:

The relationship between each personality type and the most suitable work environment, according to Holland's theory, is explored. For example, a "Realistic" person may find satisfaction in practical and action-oriented settings.

#### **4. Reflection on Integration into the New Environment:**

Migrant women can reflect on how their professional preferences align with job opportunities in their unfamiliar environment. This aspect should also consider informed decision-making regarding the choice of professional fields and adaptation to the work culture of the host country.

#### **5. Empowerment and Self-Discovery:**

The application of Holland's theory provides migrant women with a framework for self-discovery and empowerment. It enables them to identify areas of strength and possible career directions that align with their personalities, contributing to their professional development and adaptation in the destination society.

### **5.2.2 Environmental Awareness**

#### **5.2.2.1 Contemporary Keys in Educational and Professional Guidance**

Here are some considerations that position current possibilities in building academic-professional projects in a structural way within European coordinates (Merino, 2016).

These described situations can be usual practices for companies and employers in job searching, and it is vital to be aware of them to prepare an action plan and avoid affecting personal self-esteem.

##### **1. Deterministic Roots:**

- The classic form of guidance, personnel selection, and professional placement is based on standard tests and biases.
- Identified problems include simplified thinking, following a single path, and treating individuals as objects.
- Emphasizing vocation as something discovered in your work, not before.
- Don't remain passive; actively participate in decisions about your future.

## 2. Circumstantial Scenario: Pessimism and Uncertainty:

- Many young people, especially those under 25, face challenges in finding employment.
- While higher education tends to reduce the risk of unemployment, having an excess of qualifications can pose difficulties (Overqualification).
- Teach how to deal with uncertainty and motivate individuals to seek opportunities actively.

## 3. Society of Immediacy:

- Society focuses heavily on the present, especially among the young and in the current hyper-connected work environment.
- Technologies and social media make us focus on what is happening now.
- Despite living in a fast-paced world, it is essential to find time to reflect on the future.

## 4. Entrepreneurship Avenues and Paths:

- Social changes create new jobs and opportunities.
- Guidance counsellors need to stay updated on new opportunities and technologies.
- Emphasize the importance of entrepreneurship as a form of independence, even if there aren't many examples yet.
- Actively building your own path is essential, understanding who you are and how you can contribute to society.

### 5.2.2.2 Employment Opportunities

According to the European Commission, employment opportunities in Europe are divided into three main sectors:

#### 1. Services (70% of total employment):

- Key subsectors: retail and wholesale trade, transportation and storage, accommodation and food services, health and social care, and educational services.
- It represents the majority of European employment.

## **2. Industry (25% of total employment):**

- Key subsectors: manufacturing industry, construction, mining, and extraction.
- It represents a significant contribution to European employment.

## **3. Agriculture (5% of total employment):**

- Key subsectors: agriculture, livestock farming, forestry.
- It represents a smaller proportion of employment.

### **Employment Trends in Europe:**

#### **1. Service Sector Job Growth:**

- Predominant: The service sector is expected to remain the primary job generator in the coming years.

#### **2. Job Growth in Information and Communication Technologies (ICT):**

- Thriving Sectors: ICT experiences a notable growth, with projections indicating continued job creation.

#### **3. Job Growth in Green Sectors:**

- Sustainable focus: Sectors related to the green economy, such as renewable energy, energy efficiency, and waste management, are expanding and expected to continue creating jobs.

### **5.2.2.3 Levels of the Relational System in Job Search**

According to the theory of Human Development Ecologism (Bronfenbrenner, 1979), there are various levels of influence on a person's development: microsystem, mesosystem, macrosystem, and exosystem. Each level is explained below:

#### **1. Microsystem:**

- The immediate environment in which a person directly interacts. In this context of a migrant woman's job search, this would include elements like her family, friends, neighbourhood, and close relationships.
- **Application:** Interactions and direct support from family and friends can play a crucial role in the job search process. The microsystem can influence individual decisions and provide essential emotional support.

## 2. Mesosystem:

- Connections and interactions between different microsystems in an individual's life. It involves how elements of the immediate environment relate to each other.
- **Application:** In the workplace context, the mesosystem could involve the relationship between the migrant woman and educational institutions, community organizations, or support services. Collaboration and effective communication between these elements can facilitate access to job opportunities and resources.

## 3. Macrosystem:

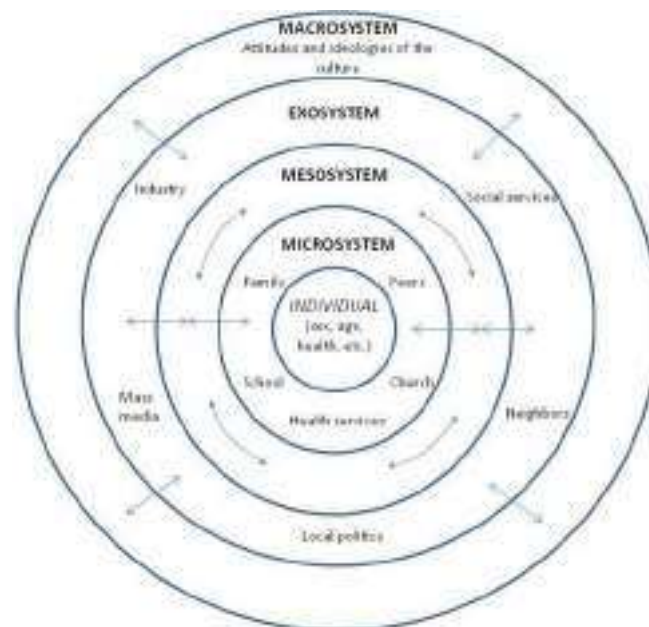
- Addresses broader influences affecting a person, such as like cultural norms, legal systems, and social policies.
- Application: In the work domain, the macro-system would include immigration policies, labour laws, and cultural perceptions about migration and employment. Migrant women may face challenges or advantages based on the macroeconomic and cultural policies of the receiving society.

## 4. Exosystem:

- Environments in which the person is not actively involved but have an indirect impact on their life. This system may include larger institutions or systems, such as parents' workplaces, government policy, or social networks.
- Application: In the job search context for a migrant woman, the exosystem could encompass specific government policies for immigrants, societal attitudes toward migration, or the availability of community-level resources and support services. These elements can

have a significant impact on job opportunities and the overall well-being of migrant women.

Considering these four levels (microsystem, mesosystem, exosystem, and macrosystem) to gain a comprehensive and holistic understanding of the influence of the environment on the development and job search of a migrant woman.



**Figure 4.** Bronfenbrenner's ecological systems theory.

Fuente: <https://cutt.ly/owAL2IKI>

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<<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons

#### 5.2.2.4 Formal Employment Opportunities in the European Context

For migrant women arriving in Europe, staying updated on employment trends is essential for the successful development of their academic and professional projects. Using specialized and official platforms, such as those presented below, these women can identify the most promising sectors and subsectors, making career decisions aligned with available job opportunities.

In addition, information on future trends enables them to anticipate changes in the labour market, strategically adjusting their projects to maximize employment



prospects. Educational and professional planning is facilitated by understanding specific requirements for various positions, allowing for more effective preparation. Besides these key benefits, these platforms also offer resources on policies and support programs aimed at migrant women, providing access to training, employment, and other essential resources for their development.

Furthermore, the ability to connect with fellow migrant women on these platforms cultivates a valuable support network, fostering the exchange of information, advice, and motivation—all of which contribute to the success of their academic and professional pursuits.

The following are four key references for gaining insights into the current landscape of employment and inclusion policies:

#### **European Commission**

- Directorate-General for Employment, Social Affairs and Inclusion: <https://ec.europa.eu/social/>

#### **Eurofound**

- European Observatory of Working Conditions: <https://www.eurofound.europa.eu/>

#### **OECD**

- Organisation for Economic Co-operation and Development: <https://www.oecd.org/>

#### **ILO**

- International Labour Organization: <https://www.ilo.org/>

### **5.2.2.5 Opportunities in the Formal Job Search in the European Context**

Here are some websites and agencies of interest for job seekers in the European context. It's important for migrant women to research and compare different options to find the one that best suits their needs and circumstances.

**1. EURES:** <https://ec.europa.eu/eures/portal/>: The European network of public employment services. It provides information about job offers throughout Europe and advice and guidance to job seekers.

Specific interest for migrant women:

- It provides information on policies and support programs for migrant women in employment.
- Offers translation services and cultural mediation for migrant women who do not speak the language of the host country.

**2. Women on the Move:** <https://womenonthemove.eu/>: European network of professional migrant women. It offers counselling, guidance, and training services to migrant women seeking employment in Europe.

Specific interest for migrant women:

- It offers specific services for migrant women, such as advice on work-life balance and workplace sexual harassment.
- Connects migrant women with other professional women, providing valuable support.

**3. International Labour Organization (ILO):**

<https://www.ilo.org/global/topics/labour-migration/lang--es/index.htm>:

International Labour Organization. It provides information on the rights of migrant workers, as well as policies and programs to support migrant workers.

Specific interest for migrant women:

- It provides information on the rights of migrant women at work, such as equal pay and non-discrimination.
- Offers counselling and guidance services to migrant women who have experienced discrimination or abuse at work.

**4. European Women's Lobby (EWL):** <https://www.womenlobby.org/>: EU Women's Lobby. It offers information on EU policies and programs regarding gender equality and the rights of migrant women.

Specific interest for migrant women:

- Provides information on EU policies and programs that can benefit migrant women, such as the directive on equal pay and the directive on work-life balance.
- Connects migrant women with other women activists, providing significant support to advocate for the rights of migrant women.

**5. Refugee Women's Network (RWN):** <https://www.refugeewomensnetwork.org/>: International network of refugee women. It offers counselling, guidance, and training services to refugee women seeking employment in Europe.

Specific interest for migrant women refugees:

- Offers specific services for refugee women, such as advice on rebuilding their professional careers after displacement.
- Connects refugee women with other professional women, providing valuable support.

#### **Other websites for job search of interest:**

1. **Flexjobs:** <https://www.flexjobs.com/>: Job portal specializing in flexible job offers, such as telecommuting, part-time work or hourly jobs.

Particular interest for migrant women:

- It offers a wide range of flexible job opportunities, which can be a good option for those having difficulty finding full-time work or unable to commute to a fixed workplace.
- Allows users to filter job offers by country, which can be useful for migrant women seeking employment in a specific country.

2. **WeWorkRemotely:** <https://weworkremotely.com/>: **Job portal specializing in remote job offers.**

Particular interest for migrant women:

- It offers a wide range of remote job opportunities, which can be a good option for migrant women who want to work from anywhere in the world.
- Allows users to filter job offers by sector, which can be useful for migrant women seeking employment in a specific sector.

3. **Upwork:** <https://www.upwork.com/>: Freelance work platform that connects independent workers with companies and individuals in need of specific services or products.

Particular interest for migrant women:

- It can be a good option for migrant women with skills or experience in a specific sector who want to work independently.
- Allows freelancers to set their own prices and working conditions, which can be an advantage for migrant women facing challenges in finding work with a decent salary.

4. **Fiverr:** <https://www.fiverr.com/>: Freelance work platform similar to Upwork.

Particular interest for migrant women:

- It can be a good option for migrant women with skills or experience in simple or repetitive tasks, such as writing, translation, or digital content creation.
- Allows freelancers to set their own prices and working conditions, which can be an advantage for migrant women facing challenges in finding work with a decent salary.

These are just some of the job websites suitable for migrant women looking for online work in the European context. Migrant women need to research and compare different options to find the one that best suits their needs and circumstances.

In addition to the websites mentioned above, other sources of information can be useful for migrant women looking for online work in Europe. These sources include:

- Blogs and Social Media: Many blogs and social media platforms are geared toward migrant women seeking online work, offering tips, information and useful resources.
- Organizations and Associations: Many organizations and associations support migrant women seeking work. These entities can offer advice, training, and networking opportunities.

### 5.2.2.6 Training Opportunities in the European Context: Formal Education.

#### Personal and Academic Guidance:

1. **Orienta Ibercaja** (<https://orienta.ibercaja.es/>):

- *How it can help?:* It offers interactive tools and resources for personal and academic guidance. Includes orientation tests and guides that can help migrant women discover their skills and interests.
2. **Euroguidance** (<https://www.euroguidance.eu/>):
    - *How It Can Help?:* European network for educational and career guidance. It provides information on educational systems and opportunities in Europe, facilitating informed decision-making.
  3. **Youth on the Move** (<https://europa.eu/youth/>):
    - *How It Can Help?:* The education and training section offers resources for young people, including study programs, learning opportunities, and guidance on qualification recognition in the European Union.

#### **Search for Formal Training in Europe:**

1. **Europass** (<https://europass.cedefop.europa.eu/>):
  - *How It Can Help?:* It facilitates the creation of a standardized European resume and provides information on educational programs and training opportunities throughout Europe.
2. **EURES** (<https://eures.europa.eu/>):
  - *How It Can Help?:* Focused on employment and labour mobility in Europe, EURES provides information on job offers, working conditions, and training opportunities.
3. **Erasmus+ Course Catalogue** ([https://ec.europa.eu/programmes/erasmus-plus/opportunities/learning-abroad/higher-education/study-mobility\\_en](https://ec.europa.eu/programmes/erasmus-plus/opportunities/learning-abroad/higher-education/study-mobility_en)):
  - *How It Can Help?:* For migrant women interested in academic exchanges, Erasmus+ offers a catalogue of courses and programs in European educational institutions.
4. **Study in Europe** (<https://www.studyineurope.eu/>):
  - *How It Can Help?:* it provides information on study programs in Europe, admission requirements, and practical advice for international students.
5. **EURAXESS** (<https://euraxess.ec.europa.eu/>):

- *How It Can Help?*: it provides information on study programs in Europe, admission requirements, and practical advice for international students.

### 5.2.2.7 Activity 1: Knowledge Test.

1. What characterizes "Deterministic Rooting" in personnel guidance and selection?
  - a. Flexibility and adaptability.
  - b. Classic approach based on standard tests and prejudices.**
  - c. Diversified and non-linear thinking.
  - d. Passivity in decision-making.
2. What is a highlighted difficulty in the "Cyclical Scenario"?
  - a) Overqualification is an advantage.
  - b) Lack of education does not affect unemployment.
  - c) Youth does not face labour challenges.
  - d) Having too much education can be a difficulty.**
3. What does the "Society of Immediacy" emphasize?
  - a) The importance of critical reflection.
  - b) The need to focus on the present.**
  - c) Exclusion of technology.
  - d) The uselessness of social networks.
4. What is emphasized in "Entrepreneurial Deposits and Path"?
  - a) Remaining static in the face of social changes.
  - b) Constantly updating on opportunities and technologies.**
  - c) Dismissing the importance of entrepreneurship.

- d) Not actively building your path.
5. Which sector represents the majority of European employment, according to the European Commission?
- a) Agriculture.
  - b) Services.**
  - c) Industry.
  - d) Information technology.
6. What is a job trend in Europe according to the European Commission?
- a) Decrease in employment in services.
  - b) Stagnation in Information Technology.
  - c) Growth in employment in Green Sectors.**
  - d) Reduction of employment in industry.
7. How can the EURES platform help migrant women?
- a) Offering translation services.
  - b) Providing information on support policies for migrant women.**
  - c) Connecting with professional women.
  - d) All of the above.
8. What does "Women on the Move" offer to migrant women?
- a) Advisory services on sexual harassment.
  - b) Connection with other professional women.**
  - c) Specific training for migrant women.
  - d) All of the above.
9. What does Europass facilitate in job searching?
- a) Advice on discrimination in the workplace.
  - b) Creation of a standardized European resume.**
  - c) Connection with women activists.

d) Information on the rights of migrant workers.

10. What is the purpose of EURAXESS?

- a) Provide information on research opportunities and academic employment.
- b) Offer resources on gender equality policies.
- c) Facilitate academic exchanges.
- d) Provide information on training programs in Europe.

### 5.2.2.7 Activity 2: Orientation Questionnaire for Migrant Women in Job Search in Europe

*Instructions: Respond to each question by selecting the option that best describes your situation or preference and qualitatively justify your selection.*

#### 1. Deterministic rooting and decision-making:

How do you perceive the influence of deterministic rooting in your job search?

- a) I don't feel it affects my job search.
- b) I recognize certain biases but I actively seek opportunities aligned with my skills.
- c) Sometimes I feel limited by simplified thoughts and prejudices.

*Justification...*

#### 2. Cyclical scenario: pessimism and uncertainty:

How do you evaluate your situation concerning the current cyclical scenario?

- a) I feel confident about finding job opportunities.
- b) I acknowledge difficulties but actively seek opportunities.
- c) I am affected by uncertainty and seek strategies to deal with it.

*Justification...*

#### 3. Society of immediacy:

How do you manage the pressure of the society of immediacy in your job search?

- a) I maintain a balanced focus between the present and long-term planning.
- b) Sometimes I am affected by urgency, but I make time for reflection.



c) I feel the pressure of immediacy and sometimes neglect long-term planning.

*Justification...*

#### **4. Entrepreneurial deposits and path:**

How do you consider the importance of entrepreneurship in your professional development?

a) I see entrepreneurship as an opportunity and am willing to explore it.

b) I recognize its importance, but I'm not sure how to undertake it.

c) I don't see entrepreneurship as an option for my current situation.

*Justification...*

#### **5. Levels of relational systems:**

In your job search, which level of relational system do you consider most relevant?

a) Microsystem: Direct interactions with family and friends.

b) Mesosystem: Connections between different immediate environments.

c) Macrosystem: Cultural and policy influences on a broader level.

d) Exosystem: Environments that indirectly impact your life.

*Justification...*

#### **6. Job deposits in Europe:**

In which sector would you like to explore job opportunities?

a) Services (commerce, transportation, health, education).

b) Industry (manufacturing, construction, mining).

c) Agriculture (farming, livestock, forestry).

*Justification...*

#### **7. Job trends in Europe:**

In which of these job trends would you be most interested in exploring opportunities?

a) Growth of employment in services.

b) Growth of employment in information technology and communications (ict).

c) Growth of employment in green sectors.

*Justification...*

### **8. Job search platforms:**

Which of these platforms do you think would be most useful for your online job search?

- a) EURES.
- b) Women on the Move.
- c) International Labour Organization (ILO).
- d) European Women's Lobby (EWL).

*Justification...*

### **9. Training opportunities: formal education:**

Which educational resource do you consider most relevant for your academic-professional development?

- a) Orienta Ibercaja.
- b) Euroguidance.
- c) Erasmus+ Course Catalogue.
- d) Study in Europe.

*Justification...*

### **10. Blogs and social media:**

Do you consider participating in blogs and social media useful for obtaining information and support in your job search?

- a) Yes, it could be beneficial.
- b) Maybe, depends on the quality of the information.
- c) No, I prefer other sources of information.

*Justification...*

## **5.2.3 Action plan**

The action plan phase is the final stage and involves a commitment to the project. Skipping this phase means the entire project remains in the idyllic realm of ideas.

The action plan is subject to constant evaluation, and its failure is an idiosyncratic part of the action.

<https://youtu.be/idZkdHR7bIA?si=JjfTPNefkjlfuN3>

### Relevance of the phase:

1. **Decision making:** The action plan phase acts as a bridge between reflection and decision-making. It allows translating reflections on self-awareness, interests, and the environment into tangible actions. It is the moment when goals are defined, priorities are established, and steps are selected, thus guiding informed and strategic decision-making.
2. **Competency development:** By conceiving the action plan as a means to "be in the project," it is recognized that the construction of the academic-professional project is not just an outcome but a continuous process of personal and professional improvement. The action plan becomes a dynamic tool for competency development, identifying areas of strength and growth opportunities and enabling adaptation as circumstances and goals evolve.
3. **Contextualized professional profile:** Strategic planning facilitates the development of a solid and contextualized professional profile. By considering the environment and trends in the labour market, the action plan helps align aspirations with real opportunities, ensuring that the academic-professional project is anchored in reality and viable in the specific context.
4. **Continuous improvement:** The action plan phase fosters a mindset of continuous improvement. A feedback cycle is created by setting milestones and regularly evaluating progress that allows for constant adjustments and refinements. This cycle is essential for adapting to unexpected changes, learning from experiences, and maintaining relevance in a dynamic work environment.
5. **Focus on product and clear objectives:** The action plan defines the expected final product and sets clear objectives. This plan provides a clear and tangible direction for the project construction, avoiding vagueness and providing a framework for measuring success.

The action plan phase in the academic-professional orientation process is essential for constructing a meaningful project. Decision-making by contrasting desires with possibilities and seeking individual empowerment within realism becomes an informed process aligned with reality. Continuous reflection on new possibilities ensures adaptability in a changing environment. Regarding the action plan, the search for solid planning aligned with specific goals and meticulous organization of the steps to follow is crucial. This approach is perceived as a continuous decision-making process, where the unique essence of each individual is recognized and capitalized upon, resulting in a professional profile that is not only realistic but also maximizes distinctive strengths to achieve success in a contextualized and constantly evolving environment (Arraiz & Sabirón, 2012; Merino, 2016; Romero, 2004).

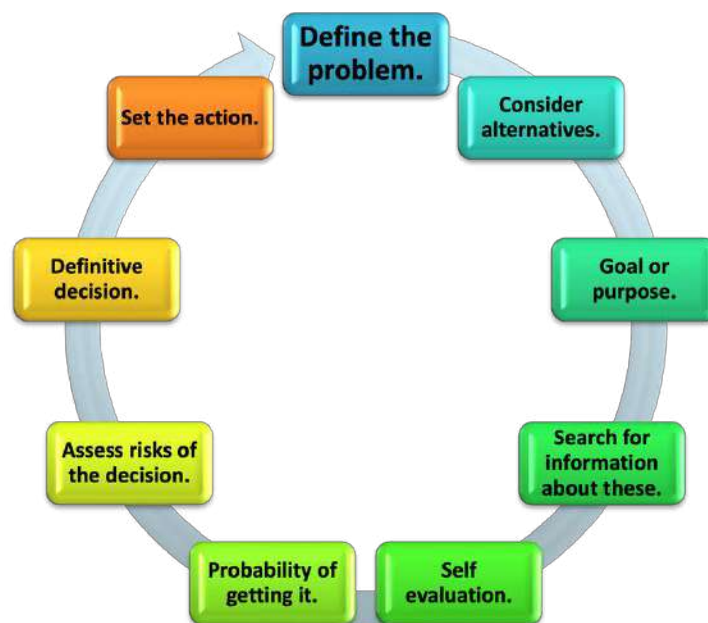
### 5.2.3.1 Activity: Knowledge Test

1. What does avoiding the action plan phase in the academic-professional project imply?
  - a. Remaining in the idyllic realm of ideas.**
  - b. Commitment to the project.
  - c. Constant evaluation.
  - d. Idiosyncratic evaluation.
  
2. What is the main role of the action plan phase in decision-making?
  - a. Translating reflections into tangible actions.**
  - b. Setting milestones for continuous improvement.
  - c. Defining the expected final product.
  - d. Reflecting on new possibilities.
  
3. How does the action plan contribute to the construction of the academic-professional project?
  - a. Generating vagueness and ambiguity.

- b. Establishing milestones without evaluating progress.
- c. Facilitating adaptation to a changing environment.**
- d. Ignoring the contrast between desires and possibilities.

### 5.2.3.2 Activity: professional decision-making

The professional decision-making activity proposed for migrant women follows a structured script based on the phases established by the National Vocational Guidance Association and Krumboltz (1979). First, the selection of a relevant problem situation for the individual is sought, which can serve as an example and guide for their decision-making process. The complexity of the situation is optional, allowing the practice to be tailored to the individual needs of the person.



**Figure 5.** Phases for academic and professional decision-making.

The process begins with a clear definition of the problem, followed by the identification and consideration of available alternatives. Establishing a specific goal or purpose guides the process, followed by the active search for relevant

information about these alternatives. Self-assessment, both objective and subjective, is incorporated to better understand how the options align with personal skills and values.

The next step involves the evaluation of the probability, both objective and subjective, of achieving the established goal, followed by an evaluation of potential risks linked with each decision. Finally, a conclusive decision is reached, translating into the establishment of a concrete action. This structure provides a solid framework to guide the decision-making process empowering migrant women by offering them a clear and effective methodology to address their problematic situations and actively build their academic and professional projects.

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**1. Define the problem.**

**2. Consider alternatives.**

**3. Goal or purpose.**

**4. Search for information about them.**

**5. Self-evaluation.**

**6. Objective and subjective probability of achieving the goal.**

**7. Assess risks of the decision.**

**8. Final decisión.**

**9. Set the action.**

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