

Project number 2016-1-SE01-KA204-022119

”Shortening Distance to Education / Labour Market for
migrant and refugee women through gender-sensitive
counselling and local collaboration strategies ”

Methodological Handbook igma femina

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Authors:

Anneli Häyren

Roger Van de Winkel

Contributors:

Shereen El-Shennawy

Alina Vakoliuk

August 2018

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Preface

In 2015 over 1.3 million refugees claimed asylum in the European Union. Of this group almost 300 000 applicants have been approved. Within this approved group the percentage of women refugees and children has been increasing during the last few years. Over 55% of the people arriving now are women and girls, partly due to family reunion. At the same time migrant female unemployment and social exclusion remains one of the main socioeconomic challenges for most European countries. On average there is a 24% difference between male and female employment rates when it comes to non-EU citizens in the 28 EU-countries. Immigrant women in general tend to have a higher risk of unemployment or under employment when compared to men in all partner countries, even though this group of women is rather heterogeneous in terms of prior experience, social status, educational background and personal situation.

According to some analysis (European Parliament 20150000INI) the main reason for this ongoing challenge is the inadequate mapping of prior knowledge and the lack of individual support for these women. They also cite a lack of cooperation and coordination between different organisations dealing with women's training, and the lack of validation of prior knowledge, experience and employment of these women. Each organisation promotes their own methods and approaches for different parts of the problem thus missing a more integral perspective on the solution. There is no consistent strategy in the area of career counselling and within most European countries there is a lack of a professional standard and training for professionals in this area. Finally, all member states tend to lack a general gender-awareness, including a lack of gender-sensitive education and employment services. This reinforces existing narrow options and choices, and prolongs the status quo of discrimination of women.

To diminish this discrimination three actions are required:

1. Professionalisation of staff involved: sufficient (and tailored) career counselling through training of professionals in gender awareness;
2. An effective gender-sensitive strategy for cooperation within local stakeholder networks, of those dealing with validation/training/job placement, this strategy being based on the individual needs and barriers of the women;
3. Active involvement of employers in the local stakeholder networks.

Part of the above has been addressed in prior igma projects: the development of a holistic methodology addressing individual needs, and the practice of collaboration between different service providers has been addressed in igma1 (2011). In the igma 2 project (2013) a professional profile for staff giving support to enter education/the labour market was developed and tested, as well as a related training package covering all aspects of the methodology. Later, in igma3 (2015) the methodology was adapted to the specific area of

young people at risk (school drop-outs, unemployed youngsters) and also incorporated methods to create employer involvement.

The igma methodology consists of a three level approach (individual, organisation, network) and already gives some important information regarding the challenges of refugee women. Iigma provides tools and support to staff to help map aspiration, competences and skills of refugee women and to guide them to become more self-managing. Iigma also supports the process of individualising services, to help women onto their desired career path. Thirdly, in providing an integrated approach within the network of support, igma methodology helps to manage and align services through increased collaboration. Through monitoring successes igma helps show good governance of the funding made available for the battling of discrimination and underemployment of refugee women, as well as giving an insight into the services which are really needed but are currently still missing.

In the igma femina project these missing elements will be added to the existing methodology package and training, with a special focus on staff developing self-awareness of their own gender biases, which could contribute to limiting women in their aspirations and achievements. The materials will be adjusted to the specifics of the new target group.

This handbook is part of the intellectual outputs of the igma femina project. The handbook is written as a complement to the actual igma femina training course material which consists of four training modules, with related learning objectives for each module and supporting instructions and exercises. The methodological handbook offers a description of the igma femina methodology in general and of what it means to bring attention to more gender-sensitive approaches in each of the areas of the methodology. This handbook is offered as supporting material to all participants of the training. To ensure a clear focus on what the methodology entails, as well as what a gender sensitive approach means, the subjects are dealt with in separate chapters

1. Introduction: the need for igma methodology and more gender sensitive approaches

This chapter consists of two sections. In the first section, is an explanation of where the basic ideas of the igma methodology derive from and how it came into existence, related to socio-economic development and the policies applied to deal with this development. Similarly in the second part of the chapter a short sketch will be presented on the position of women in society and in the labour market and on the need for more sensitive approaches to tackle the discriminatory position of women in general and those of refugee women in particular. Iigma femina methodology is combining both.

About the history of igma methodology

The igma methodology originally derives from the world of chronically ill and disabled people in the Netherlands. Due to their physical condition, they were often not seen as fit for work or as being able to contribute to society. Alternative solutions were presented in the form of the sheltered employment concept: an alternative “work” form (but with participants still living on social benefits) or in specific day care, where they were offered some form of activity.

During the mid and late 80’s the vision of the chronically ill as being “not fit for work” changed quite dramatically. This was due to increasing numbers of rather inactive people as well as to the finances involved in maintaining the existing social benefits structure. At that time the amount of people who were inactive due to physical disease, stress, disability or other physical or mental illnesses reached a staggering number of almost 1 million people! These were people who had a recognised status of not being capable of work anymore. Bear in mind that besides this 1 million people living on benefits, the Netherlands also had the “normal” ratio of unemployed people: people who were willing to work, and capable of working but unemployed due to labour market conditions. Gradually awareness arose that the Dutch social system had created something terribly wrong and had marginalised a very large group of the population.

The general vision gradually changed into a more inclusive way of thinking: that each person should be able to contribute to society through paid work up to the level they are able to. This revision meant that for all sorts of people living on benefits, new career paths needed to be developed. To achieve this new vision of citizenship new ways of working needed to be adopted by those historically responsible for labour market entry. Instead of a standardisation of their service, the key idea in terms of approach was that people with a “longer distance toward the labour market¹” might need a more intensive program to be able to achieve labour market entry successfully, as compared to those people who have a relatively short distance to travel. Basically this idea has two more consequences:

1. People who are required to travel a “long distance” are also in need of guidance and support to help them to travel this distance successfully, since part of their distance is caused by a lack of career management skills and competences;
2. These people also will put a higher claim on the services and organisations offering support into the labour market.

¹ a metaphor for the barriers which need to be overcome and / or the amount of skills and competence development that is required to make labour market entry possible

However the relevant organisations were at that time not aware of the new need, as well as of the consequences of this analysis. For the traditional service organisations (like labour offices, social services, training institutes, employer organisations etc.) working with chronically ill and disabled people was considered to be rather new. And as often happens when one needs to do something new, one sticks to old routines which have given confidence and support in the past. Inevitably the first initiatives were not successful, and this is when the igma methodology was born.

Research on good governance showed that the work with the chronically ill lacked efficiency and effectiveness at some vital points in the process:

1. Services offered were not tailored to the needs of the individual; they were simply a continuation of the traditional services offered;
2. Institutes lacked the required guidance competences to offer the needed intensive support for this new target group, to really help them through the process;
3. The services themselves were inefficient: there was overlap in some areas, and services missing in other areas; identical services were offered independently of each other i.e. duplication of services.
4. Once clients were in the system staff of the service organisations lost track of them; nobody was monitoring their “travel” or was responsible for taking action when issues arose.
5. Consequently a lot of public money was spent without having the intended impact.

To solve these issues new concepts like supported employment were introduced as well as case management of clients: approaches through which more individualised guidance and support were offered over a more extended period of time. The igma methodology was developed in this same period combining the best of supported employment related approaches and career guidance, in combination with the philosophy of lean management: offering services at the right time, when the individual client is ready to benefit from them. However the original igma model was formulated as gender neutral, or at least not gender aware. The fact that women and men could have various and different conditions was not covered.

About the need for more gender sensitive approaches

It is quite common that research, plans and models are formulated with an idea of gender neutrality which means that gender is not spoken of or particularly enhanced in either the instructions or the implementation or fulfilment of the use of a model. Gender neutrality is often called for without a definition of what it would imply. Scholars have pointed to how gender neutrality is more about not being aware of gender and how ideas and prejudices of

gender affect encounters between people. However, gender neutrality is also considered to be a strategy to deal with unequal work places and unequal terms and a way out of having to take a conscious stand against oppressive structures. Another perspective when it comes to the particular issues of immigrant women and female refugees is that the process of defining immigrants as, for instance, “temporary visitors” contributes to the invisibility of immigrant women. The idea that women are perceived as a part of a family rather than being a self-standing individual with possible thoughts on how she wants to direct her life outside a family context can be equally harmful. This way of perceiving the immigrant woman’s status constructs her as someone who is not in an urgent need of a job. It is far more urgent for the husband, brother, father to get a job in order to support the family. Underlying values are that this supporting of family could also include a distant family in the home country, strengthening the need for him to have a job identity. One integral part of these presumptions and ideas of immigrant women is the long-standing illegitimacy of women in the world of salaried work and another is the incongruence of women travelling alone, and crossing borders alone. Even though ideas of being gender equal could reside in parts of Europe there is still the difficulty of understanding that women could leave their home-country and migrate to another country to try to stay there, almost unthinkable, which has implications on how migrant women are perceived and encountered when arriving.

It is obvious that the situation for immigrant women is far more complex than what first comes to mind. It is not only the fact that immigrant women as a phenomenon have been made invisible and are only considered to be followers and family members tightly connected to taking care of children and parents; it is also the firm opinion that immigrant women don’t want a job or a life direction without a husband. These ideas about immigrant women are rooted and deep and planted in both the staff they meet when applying for a job as well as the society they arrive to. The neutrality assists these assumptions and needs to be problematized.

The core of the problem of, and the explanations for, why immigrant women don’t get employed should therefore be levelled at least into:

- **the political level of the receiving country** – a level that is not a focus in the igma femina model although of importance in the terms women meet when coming to a new country. Adequate questions would be whether there are resources directed to women for education, individual encounters with staff, career counselling or the like (or at all for immigrants for that matter). What time schedules are at play? How long time does a newly arrived woman have to make up her mind? Is there any national concern to battle the differences?
- **the presumptions and ideas of stakeholder staff in the receiving country** – Any prejudices held by staff will affect their interaction with the client group. For example,

if they see migrant women as more likely or more willing to be ‘homemakers’, they will have suggestions on how the women can be able to stay at home with some level of remuneration and actually think they have accomplished something.

- **the actual wants and needs of the immigrant woman** – is she asked about her opinion, her ambitions and desired life direction? In addition, is she heard when she articulates her ambitions, claims a wish and is that perceived out of *the idea of who she is* (rather than the person she actually is)?
- **the awareness of how gender is constructed and is at play even in presumed neutral contexts** – since gender neutrality in general is a strategy to hide inequality, awareness of the impact of gender requires fundamental change and basic education in how to not enhance gender inequality.

A further development of the igma-model would therefore contain instruments and levels to implement gender-sensitivity in the encounter between immigrant women and well-trained, experienced staff. The gender-sensitivity requires gender-awareness as a first step and as a second, suggestions on how to actually “meet” the female person in the encounter. A third level would be indicators to measure how resources are distributed, and suggested.

Lay-out of the different chapters

In the next chapters the different aspects of the methodology will be explained in more detail, and each aspect will also be explored in relation to a gender sensitive approach. First the methodology will be explained on a more general level as well as some of the terminology that will be used throughout this handbook. For the major elements of the methodology it will also be indicated what it means to deal with them in a gender sensitive way. In separate chapters specific aspects will be covered:

- the need to focus on the individual client and on the development of career paths, and how to do this in a more gender sensitive way;
- igma femina methodology and the role of case management, and what it means acting as case manager in a gender sensitive way;
- igma femina methodology and stakeholder collaboration and how more gender sensitive approaches can contribute to better collaboration.
- At the end of this handbook a separate chapter will be devoted to employer involvement and how to arrange for employer involvement in a more gender sensitive way.

During the training and in exercises these different aspects will be elaborated upon in more detail, to make them understandable and fit for the specific context of the professional.

2. General aspects of the igma femina methodology

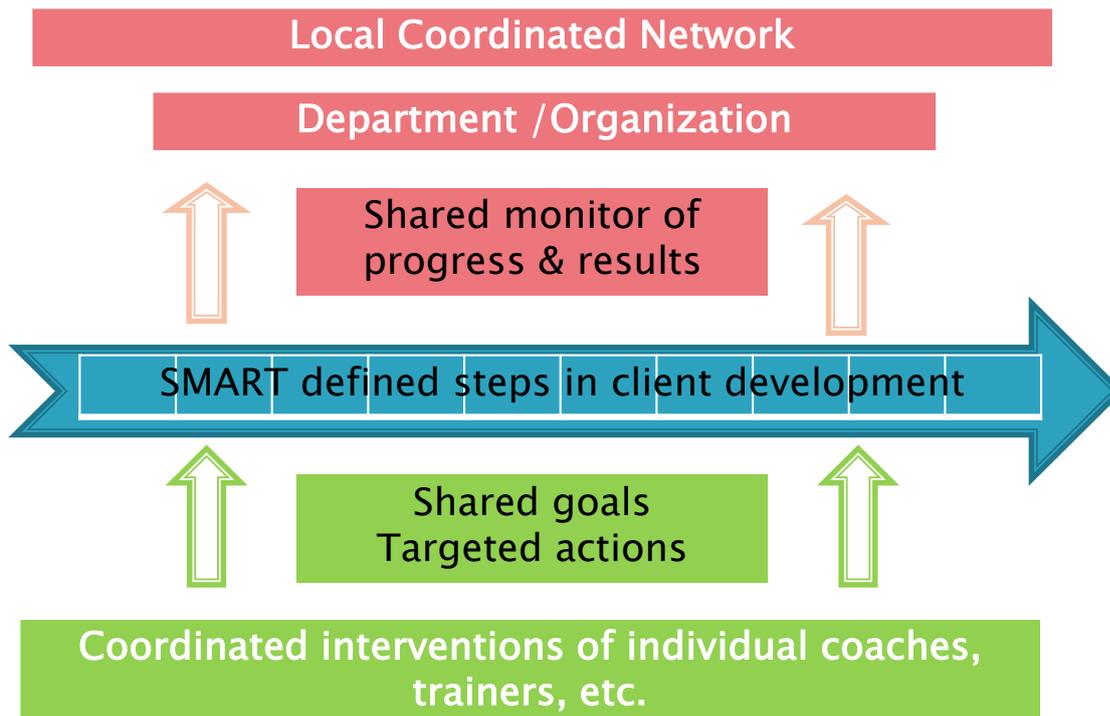
In this chapter three igma concepts will be introduced and explained within the context of the target group of the igma femina project. The first concept is more of a method philosophy than a concept: The need to attend to the process of each individual. Gradual progression is introduced, which enables awareness to be raised on individual processes. The introduction of this concept has consequences on what guidance needs to be achieved and how guidance needs to be delivered, as well as on what services need to be offered and for what purpose this needs to be done. Similarly both the idea of individualised services as well as the concept of gradual progression are equally applicable when offering more gender sensitive support; this will be explained in the third paragraph of this chapter. Finally the last paragraph will attend to the debate on how to offer services and for what reason they need to be offered in a specific way.

From service to individual process

Instead of prioritising services e.g. what service organisations are offering to help migrant and refugee women, the igma methodology takes a 180° turn and first focuses on and prioritises the process of the individual; on what is actually needed. The starting point is that every individual is unique but regarding activation, participation, labour market entry, acquiring citizenship and become included, all individuals follow a similar kind of process. When compared, for one individual this process can be more intensely and detailed than for the other, depending on past knowledge and experiences, the level of self-management and self-reflection skills and competences, and/or the situation and context the individual is in.

Gradual progression

Disclosing and becoming aware of this process is one of the first objectives in the igma methodology. When offering our services, and in the way we offer our services, we cannot be effective if we are unaware of the process an individual is going through. As an example in the below diagram the blue arrow symbolises the process of the individual; the process underlying an individual's career path. A deeper understanding of this process is achieved by breaking the process down in small defined steps, each step leading to a certain development, growth or achievement of the individual on that pathway. Each step also offers the support (or preparation) for the next one. All steps together form a virtual ladder, the route toward the intended outcome of our combined services: our objective as a joint network working with a certain target group. This is what the igma concept "gradual progression" is all about.



The ladder concept does not imply that every individual will climb this ladder in the same way and with the same speed. Since individuals are different they will climb the ladder differently; some will climb slowly and step by step, others move up quickly without even using all individual steps. Ladder progression depends on skills and competences, personal history, and personal support individuals have. It is the challenge of stakeholder organisations to individualise the support to individuals in such a way as to enable each individual to climb the ladder at their own ideal pace. For the keyworker this means knowing your client very well. In the igma methodology the concept of “profiling” is used to refer to the process of mapping skills and competences, as well as of the development needs of each individual, which are required to be met to be able to reach the objective of the career path.

igma profiling and individual guidance

Skills and competences are just a fraction of what makes a person unique. Similarly the possession of skills and competences is also not a guarantee, for example, of finding a job, or becoming integrated into a new country. People bring in more than just skills and competences acquired through work or education. They bring in their whole personality, context and prior experiences, their hopes and dreams as well as their fears, and their cares and worries. These are all influenced by their motivation, and external possibilities and options. To be able to help clients disclose their career goals and make them move to the next

achievable step on their career path we need to be able to see the broader picture of our clients. Within igma a lot of attention is put on profiling as a means to really understand what is going on and how a client can be supported in the best way possible. Gradual progression and taking the next step on a career path is only possible if we possess information which gives us the confidence of what next steps are achievable.

Profiling is achieved partly by what traditionally is called an ‘assessment’. Additional information however becomes disclosed as part of our interaction with a client and as a part of the (reflection on) activities we arrange for our clients. This has a couple of consequences that need to be realised:

- The process of getting to know our clients actually never stops;
- It is a long term process;
- It puts constraints on our relationship with clients; without trust it is impossible to develop client knowledge and understanding; building trust takes time;
- It puts constraint on our collaboration with stakeholders. Since they are partly responsible for arranging activities for their clients they also gain profile information; this information may have benefit for our own services.

In the igma methodology some tools will be presented to facilitate the profiling process and coaching towards the client’s objective. Chapter 5 will elaborate on some of the aspects of stakeholder collaboration, not only from the perspective of being able to collect information to add to the client profile, but also regarding sharing the consequences of this information and how to arrange services in such a way that it enables this particular client’s development based on up-to-date profile information. As will be explained in the next chapter, the role of a case manager is considered to be a vital element to be able to control and arrange this.

Individualised services, gradual progression and gender sensitive support

In terms of gender there is an absolute need to realize how women/femininity and men/masculinity are constructed as such and that the construction of gender lies both in how individuals enact, shape, express their gender, and how others in the environment (through treatment and enacting) shape expectations on gender performance. The implication of this realization is that there needs to be an awareness on an individual level in each encounter with people that gender is a fundamental part of the encounter. When it comes to encounters between staff and immigrant women and female refugees, there is an added dimension of an imbalance of power. This influences what it is possible to express and enact in terms of wishes or desires. It is crucial that the residents/staff in the receiving country realise on a deeper level that the immigrant woman will need a substantial amount of time to be able to express how they visualize their possible future without having to adhere to the prejudices of the

receiving staff. One perspective is that it is highly possible that she does not consider herself being an immigrant to stay in the new country but rather that the country is a temporary hideout while the context she is fleeing from is getting peaceful, or at least possible to return to. Staff will need to be understanding of cultural differences, and led by the client's consideration of her future situation in terms of jobs or education, and the possibility of her returning to her home country.

There are several perspectives in the encounter between immigrant women/female refugees and staff that leads to risk for discrimination:

- The construction of gender and how to be a woman in certain contexts;
- The idea of who the immigrant woman is and how that expectation constructs her as a cultural gendered person;
- The time perspective and the aim for the immigrant woman – to be considered one that is able to, and wants to, be self-supportive through work or education either for the future after returning to the home country or as someone who stays permanently in the new country.

Synchronised services or one-by-one?

The above igma process description can easily lead to some basic misunderstanding; the igma methodology as a plea for an almost endless row of services offered each time one after the other. Since steps are taken one after the other, services should follow one after the other. This conclusion however is not exactly what the igma methodology is standing for or promoting. The basic idea is that additional services aiming at overcoming some development issue can be offered as soon as the individual is able to make use of them. Using the metaphor of a ladder one can guide the individual to climb to the next step of a ladder successfully only if the step the individual is standing on is offering enough hold. Similarly if an individual has reached a certain minimum level of awareness/competence, only then a successful entry to a next level can be offered, the entrance "requirements" for that next step need to be met. Also from the perspective of creating inspiring and powerful learning environments it is advisable to look at ways to synchronize and combine activities. For example voluntary work, a small job, can become a powerful language training environment when combined with language training, or a very good orientation on the demands of the working life and can enhance the motivation to become educated. Trauma or health issues, personal circumstances and for example belief systems, which have been hitherto unnoticed can cause an insurmountable barrier within a career path for women in general and for refugee women in particular.

3. About personal careers

This chapter deals with the subject of personal careers, one of the three levels of the integral igma methodology. In the first paragraph the concepts of career and career path will be explained, as well as how our career thinking is influenced by factors surrounding us as well as by factors from within ourselves. The second paragraph will describe how our society is rooted upon certain pre-conceptions and beliefs influencing and hindering the development of a career path for women. The third paragraph will elaborate on the need of career management as a competence which is required to be possessed by all citizens to be able to “survive” in modern day society. Since career management is one of the most recent competences established which the individual needs to possess, this competence puts some additional demand on coaching of people toward work or education. This will be elaborated upon in paragraph 4. Both the career concept as well as the career management competence will put challenges on the task of a coach or counsellor. These consequences will be explained in the last two paragraphs of this chapter; one addressing the consequences in general and one tailoring it to a gender sensitive approach on careers.

What is a career or a career path?

Some view careers and the work of guidance counsellors and case managers as simply following a straightforward path that leads people from A to B. One can distinguish a clear starting point and a clear end of the career path. According to this vision we know where the individual stands (point A) and where we want the individual to go to (point B). The supporting counselling path seems fairly organised as well as the instruments that are used during the counselling. We bring in standard products (for mapping skills and competences) and standard services for making the match between the person and the vocational world. The focus is on finding the match; we do not ask whether the match is actually contributing to a person’s well-being, long-term ambition etc. However, sometimes we bring in other products or services according to the sponsor’s vision of career development. It might be local / national authority or another fund-giver, but in essence they all aim at shortening and smoothing the match making. This view might be summarized as a product type approach. In career theories this is often referred to as Match theories (see f.e. Parsons and Holland). A career is nothing more than an alternative new match, the career path is the subsequent route of acquiring the job related skills and competences. It might be compared with going to a doctor to get a prescription.

There is another vision on career and career path which has gradually been developed from the late 1950s onwards. Due to the influences of psychological and sociological theories in these new theories more attention is given to a person’s experiences, surroundings and on

person's subjective thinking and believing. Career choice is developed as a result of the individual's sense of self, surroundings, family, friends, circumstances and experiences, personal beliefs, motivation, and ways of dealing with chance opportunities etc. All these factors are elements that influence a career path. Therefore a career is seldom a straight line controlled by logical explanations. Goals seeming clear at the beginning appear to be ambiguous and new ones constantly develop and/or pop up. (for more information see the development theories e.g. the client-centred theory of Rogers, and social learning and chance theory of Krumboltz).

There are numerous theories and perspectives but no single one in itself is able to describe the broad field of career and career development. We need aspects from both domains of theory to have a broad range of interventions available to address individual issues. The igma methodology shows heritage to both types of thinking; a keen eye for assessing the individual (and of its influence patterns) and for taking into account the different influences channels / aspects have on a person's career (perception).

Career paths in a women's perspective

Women and men face different terms when approaching the labour market and educational system. One level of these different terms is that women and men are constructed, from birth (or even before if the mother has had an ultrasound scan) as opposites, as binary positions, which has implications on possible outcomes of counselling (as well as other parts of a person's life). Common outcomes are that women and men do different things i.e. have different jobs and different education, and most importantly, are supposed to want different careers, jobs and education. A woman's life path and thereby career is supposed to be able to contain family and children, doing the homework and caring for her husband (with heterosexuality taken for granted), children and parents alongside with working (if she has to work).

Depending on how the receiving country is gendered, the immigrant woman might be given the opportunity to apply for work or education. Sweden, as one example, has a high number of women in the age of 18-65 being in labour or education, around 87%, which implies that women are not only allowed to work but supposed to do so and considered able to support themselves and their possible children. Other countries have other terms and to a high extent the terms are dependent on the overall situation; possibilities for work, the economic situation in the country and conflict level to mention a few factors.

All these key competences are to some extent interrelated, however the general objective of this set is on the development of independency, critical thinking, creativity, initiative, problem

solving, risk assessment, decision taking and a constructive management of personal feelings. Looking at the above 8 competences, it is understandable why most of them are currently incorporated into regular education, and included within integration courses of the newly arrived. This is not however the case for the key competences 'learning to learn' and 'sense of initiative and entrepreneurship'. These are both vital competences of problem solving, and for the development of independency. Within the igma methodology the development of these two competences is facilitated through the way in which an individual is coached. Rather than assuming the responsibilities of the client, the individuals are helped to reflect on what they would need to enable them to climb the progress ladder themselves. The clients are coached to become self-managing and thus become independent of our services.

General challenges for a coach working with individuals

Due to the above, there are some considerations for the way in which a coach and an individual work together. For example:

- The need for the coach to understand their client (in a broader sense), know what is going on, what makes them move and to make use of existing (motivational) forces;
- To build a good and trustworthy relationship supporting the client to reflect on (sometimes painful) critical situations in their life;
- Be able to structure all interaction, find (hidden) barriers and create a situation for clients to find solutions (themselves) which meet their current need ("climb the ladder");
- Arrange for learning situations which strengthen self-management whenever this is possible;
- Manage the case: achieving an agreed outcome, and arrange for activities accordingly which demonstrate the outcome (gradual progression);

It also poses challenges to the coach on how s/he operates within the local network. A coach is not operating in a vacuum. A coach is part of an organisation, and as such also part of a network of organisations who are jointly responsible for achieving client objectives. There will be undesired as well as the desired outcomes. According to the igma methodology, this introduces additional responsibilities too. How can a coach contribute to this network: make stronger what is already going well and diminish the chances of undesired outcomes?

Challenges for a coach regarding gender sensitive career path coaching

Coaches and counsellors have a responsibility to be aware of how gender affects the (results of) a meeting/encounter with the applicants. Since there is a profound power dimension in the encounter, it is not sufficient to simply ask the applicant what she would want. The results of an encounter are dependent upon how the counsellor/coach is willing and able to set her/his own prejudices and presumptions on gender aside. Both the willingness and the possibility of doing that, requires knowing how gender is done/constructed. What does gender construction actually mean and how is it applicable to a certain individual's behaviour, e.g. the coach's own.

To go beyond gender is to ask oneself what is taken for granted when encountering another human being. If responsibility for family or pregnancy is taken for granted, than gender is done/constructed. If children are considered a hindrance in certain education, employment or learning positions in a company, then gender is done/constructed (since very few would consider fatherhood being a hindrance for a certain education while motherhood could be). If certain occupations are not suggested due to explanations of physical strength, the nature of work (such as fire-fighting but also childcare) then gender is done/constructed. Added to that level of gender construction there is the distribution of resources and who is considered to be in need of them. The counsellor and coach need to know how various opportunities are presented to men and women, such as allowing extra time for counselling or the like. Knowing in exact numbers how resources are distributed, generally leads to an awareness of how gender is done/constructed. Not knowing how resources are distributed leads to an appreciation of the same, which is usually gendered to men's favour.

This implies that there are several layers where gender is constructed/done in encounters and that the awareness needs to reveal the construction of them all to make it possible for the counsellor and coach to work differently. There needs to be an awareness of one's own doing, of the demands of the context, of the applicant's doing and how these doings lead to a certain result, in order to change this order.

This is therefore partly about becoming aware of one's own pre-conceptions as a coach and on how to deal with them, as well as how to help a client find their own core-conceptions and deal with them.

Combining all the above mentioned responsibilities is what makes the role of a coach complex as well as challenging. In the next chapter we will go into more detail by describing the different aspects of the profession of a coach, and by describing the roles and responsibilities of a specific coach: those of the case manager.

4. Iigma methodology and case management

In this chapter the focus will be on the professional roles and competences of the igma coach. These roles and responsibilities are closely linked to the EU professional profile of guidance and career counsellors, that was developed within the NICE-project and which is recognised in most of the EU countries. The first paragraph describes the specific task of an igma coach. This task description is then used to add/adjust content to the profile of the careers counsellor, making it context proof. The second paragraph explores the specific roles and responsibilities of an igma coach, with an extra responsibility: the one of being a case manager. The last paragraph elaborates on gender sensitive counselling and what additional responsibilities an igma coach and case manager has to work with. What does this mean for the profile which has been described in the two prior paragraphs?

On the profile of the igma coach

Staff using the igma methodology (we refer to staff as being a coach or within the realm of integration: “Integration Agent”) operate within or on behalf of local/regional support structures. To arrange for activities in an efficient way, and to make use of available services as efficiently as possible, (collaborating and combining whenever possible) it requires a combination of a wide range of activities and of having the related skills and competences to be able to do so.

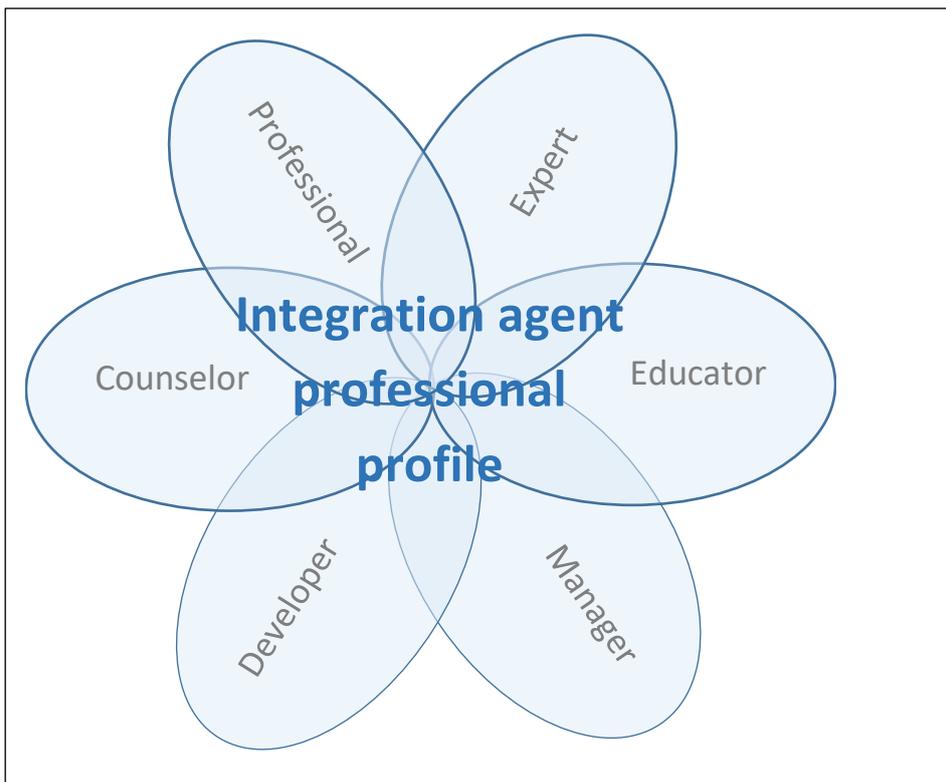
In general the *main professional aspects* of the work of a coach can be summarised in the following way:

- Organising and running outreach activities to contact individuals and commit them to engage with the services / a program;
- Problem analysis / intake type activities of clients;
- Mapping of services available in the regional provision network, as well as of the opportunities of the labour market;
- Mapping of possibilities and barriers for individuals (client-centred working);
- Assuring agreement on objectives and actions with individuals and the provision network;
- Arranging and implementing the agreed actions;
- Guarding the ongoing arrangements and actions;
- Securing the process in case of disturbances;
- Evaluating outcome as well as the quality of the process;
- Repeating the process when necessary (gradual progression);
- Reporting in a transparent way;

- Follow-up of individuals after the official program or action is finished;
- Contributing to policy and management of their own organisation (learning organisation);
- Contributing to policy and arrangements of network partners (learning nFetwork);
- Contributing to own professional development (learning as a professional).

To achieve the above objectives in the context of her/his work, the coach needs to be competent in the following *six general professional roles*:

- Career Educator;
- Career information and assessment Expert;
- Manager;
- Intervener and Developer of social systems;
- Career Counsellor;
- Reflective Professional.



Much of the character of the work of an igma coach has a strong resemblance with the work of careers and guidance staff operating in the world of education and employment: knowing how to develop a career path, how to motivate individuals, how to guide clients to take actions and to develop their own career path. Differences are related to the context of the

client as well as of the service structures involved, challenging coaches to cross borders between institutes.

- **Educator:**

In the role of careers educator the coach supports individuals in attaining and developing the careers management competences for managing their own education and training, as well as their own careers development (including a path in voluntary work). This role strengthens the individual's capacities of "Learning to Learn" and makes clients more self-managing, as well as independent of the service systems. The educator needs to pay particular attention to the ideas of the client, the identification of the client and of who s/he consider herself to be. In the Swedish encounter with AF it turned out, for instance, that there can be a strong resistance to have to adapt to the Swedish culture in reference to Swedish gender equality – to be a Swede "in the head" commonly expressed – which of course places some hindrances in the learning process. The gender awareness of the educator would lead to opportunities to understand on what level to encounter the client.

- **Expert in career information and assessment:**

In the role of career information and assessment expert, the coach supports individuals in assessing their personal characteristics, perceptions and needs, connecting them with information (sources) on opportunities and requirements in the regional labour market and of the education systems. The expert needs to be aware of the underlying structures of gender inequality that prevent women from applying for, or wanting, jobs or educations that are out of the norm for the country s/he comes from. The Swedish example again could be to realize the resistance for men to work with childcare (which is getting more common in Sweden) or women to work in construction. The norms are context bound, but some are norms for a larger region such as the EU or northern Europe, for example. Careers information, connecting with information sources or what could be considered opportunities, is based on norms on what women and men are supposed to do, or "allowed" to do in particular contexts.

- **Manager of Program and service:**

In the role of program and service manager, the coach ensures that provision of careers guidance and counselling is delivered in close collaboration with relevant provision networks. S/he ensures that quality and relevance of the services provided are in accordance with individual needs and career path objectives (gradual progression perspective), as well as are offered in an efficient way. The hesitation of going outside of the norm, or the urge to stay within the norm (such as applying only for education, networks or jobs that confirm the norm) are a solid part, not only in the applicant's mind-set, but also to the same extent in the mind-set of the supplier, employer or networks. If there is a strong norm construction regarding

gender at e.g. a work place, it doesn't matter if the coach and the applicant is gender aware, since the resistance in the work place needs to be addressed as well.

- **Intervener and developer of social systems:**

In the role of intervener and developer of social systems, the coach supports the individuals both in preventing failure and in times of crisis. Furthermore he/she improves education and work-related environments through networking, consultation and advocacy. Last but not least, he/she contributes to the effectiveness of the services provided by the regional provision network (integration of services).

- **Counsellor:**

As a careers counsellor the coach supports individuals in helping them understand their situation, to reflect and to find solutions. The main goal is to increase individuals' self-management regarding education and work.

- **Reflective professional:**

The coach is a reflective professional who regulates the relations between clients, themselves and other stakeholders (e.g. the labour office, local authority, policy-makers, etc.) In doing so, the professional builds and maintains constructive relationships, which also involve finding the balance between his/her role and other peoples' interests, in order to deal with potential role conflicts. To ensure his/her professionalism, the professional engages in reflective practice, employs critical thinking, adopts professional values and adheres to ethical standards.

The above roles require the development of knowledge and skills to be able to act in three different professional areas, as well as to arrange for feedback from these same areas and to improve accordingly:

- The area of the individual professional;
- The area of the organisation in which the professional is working;
- The area of the regional provision network with responsibilities to promote integration to the labour market, education and society.

The implementation of the igma methodology ensures feedback from these different areas. The above described six roles are expressed best in the function of a case manager.

What is a case manager?

A case manager is the person who is responsible for the desired client outcome, who monitors and controls the client process from the start onward. A case manager is responsible for arranging the efficient delivery of services, enabling the client to develop toward an

established objective. As an example, for the effective inclusion of the newly arrived into society, this means not only arranging for counselling, care arrangements, assessment etc. but also and often parallel to this, arranging a (voluntary) work placement to help them to learn language, values and norms, establish themselves within the labour market and to enhance their awareness of needs and options. The case manager is the coordinator who decides on required services for a particular client and how they are delivered. The case manager controls whether they are actually being delivered successfully, resulting in the intended outcomes.

To be able to make decisions, a case manager needs to have client information and this requires input from the network: intake information, information from a coach or mentor who is guiding the client in a specific phase of their career path, or of a particular service provider etc. A case manager does not necessarily need to deliver specific services him/herself. As a minimum, the case manager organises, creates conditions and puts others in the position to do their work properly (like the director of a movie directs the actors). Whether a case manager also does actual work with a particular client will depend on the local context and resources, as well as on the way the policy for the newly arrived is organised at local level. The smaller the municipality the more probable that the role of case manager will be combined with the role of specific service delivery.

By incorporating this concept within the local (and partly regional network) the key pillars are put in place for a better collaboration between the different providers, for better integration of services and for better information exchange.

In the implementation program of igma, the different options for organising and implementing the role of case management will be discussed and elaborated upon, alongside some tools which support the work of the case manager.

On gender sensitive coaching and case management

Gender sensitive coaching and case management requires gender awareness. There are no shortcuts or smart solutions that allow for the counselling to consider gender equality without the competence on how women are constructed as such. The competence on what gender is, how it explains the constructions of individuals into certain stereotypes - constructions of gender, how women and femininity, men and masculinity becomes women and men through the requirements in contexts (such as home, job, coaches office) is a necessary part of the counselling. The first measure is therefore if the coach and the coach manager has gender training.

The training should at best lead to answers on the following questions:

- How am I gender biased? The coach and case manager needs to be aware of her/his own ideas of how they think women should be in order to not provoke or irritate. One example would be, that if the coach has the idea that women cannot have occupations where physical strength is required, then a woman that meets the coach will not be offered occupations normally associated with masculinity, since there is a profound but unaware idea that masculine jobs requires much more muscles. Being aware of the gender bias would lead to a more open mind on who is suitable for what.
- How is my organization gender biased? If there is a firm idea in the organization that women do not need a job as much as their husbands do (whether she has a husband or not), then there will not be as many resources directed towards women in counselling as men. One example would be time to talk to experts on suitable occupations.
- How is my approach, as a counsellor or case manager, gender biased? How does the coach/counsellor/case manager talk to women? What questions are posed? Are women considered much more sensitive and fragile, subjects for religious expressions or others that shape hindrances?

5. Iigma methodology and local collaboration

In this chapter we again will focus on the concept of gradual progression which was mentioned in chapter 2. In the first paragraph an example of gradual progression is presented. In the paragraphs thereafter it is explained how the progression concept contributes to the creation of a common understanding between different stakeholders on what needs to be done and on how it needs to be done. This common understanding forms the basis for better collaboration between the different stakeholders and thus becomes more effective and efficient.

Iigma progression ladder

As was indicated in one of the previous chapters, the concept of gradual progression (the ladder) forms the skeleton of the igma methodology. It is a means to create an understanding on how entry to the labour market or re-entry to education takes place and on what is needed from the perspective of the individual. It also provides the basis for the work of a case manager, and a means to measure the effect of guidance and services offered. In this chapter we will offer a third way for which gradual progression is used.

An example of a progress ladder is presented below.

- | |
|--|
| <ol style="list-style-type: none"> 1. Identification 2. Engaging 3. Initial Guidance 4. Exploration 5. Prior and Mutual Commitment |
| <ol style="list-style-type: none"> 6. Indication 7. Self-Management 8. Setting Goals 9. Progress Planning 10. Commitment |

11. Follow Up Exploration/Assessment
12. Case Review
13. Personal and Social Skills
14. Basic Skills
15. Employability Skills
16. Personal Orientation to the Labour Market
17. Linking Learning
18. Job Search Skills
19. Training Period/Work Placement
20. Mediation (Employment, Training, Education)
21. Mediated
22. After Care in Employment, Training or Education

23. Functioning successfully in a job or an educational program (for a period of at least half a year)

Within the Iigma methodology the stakeholder organisations are challenged to formulate a route of gradual progression for their specific target group, and to define each step of this route. Thus stakeholder organisations together form a kind of shared understanding, a shared vision about what individuals might be going through. The above gradual progression ladder has been developed by all stakeholder organisations in Newcastle (UK) to describe the development route of youngsters who have dropped out of school, and who do not yet possess a minimum level of qualifications. In a joint brainstorm session of service providers and local political leaders (managers, professionals, politicians) all participants agreed on the above presented description of the development process of the youngster. Be aware it was not said that ALL youngsters pass through these stages, but in especially challenging cases it might be necessary to take action for each one of the 23 steps.

Shared understanding and collaboration

Shared understanding of processes is a requirement for collaboration. By defining the client process in detail, stakeholders also develop a better understanding of how they (can) contribute and of how they can link their services to each other. Within Iigma implementation, stakeholders jointly discuss what they have to offer on each of the steps of the ladder, and similarly how services can be combined / integrated to cover the needs of the target group in the best way possible. For example a work placement period can be used for many development issues, as long as it is made very clear for which objectives the work placement

is offered and why a training organisation would like to work together with an employer. The effectiveness of language training and knowledge of values of a society can be increased by combining the language training with voluntary work, a work placement or a part-time job. Again, it is important that the actions taken are placed in the perspective of the development route of the client.

Shared understanding and good governance

Another effect of defining the client process into small and well-defined steps is that the development process becomes visible and therefore “measurable”. Of each individual it now becomes possible to state at what step of the development process s/he is in at any given time. As part of the implementation process stakeholders jointly will define and decide how they will use this measurement option. Feasibility will depend on answers to questions like: Is the ladder linked to an existing client administrative system or not? Is there a willingness to integrate additional measures and indicators related to the ladder? Extra measures could include:

- Time registration: how much time is spent at different steps of the ladder
- Incorporation of detailed parameters for describing the characteristics of the target group itself
- Incorporation of detailed parameters describing reasons for leaving the program or for temporarily stopping
- Incorporation of parameters describing where clients go to when leaving or ending the program

Of course registering extra information only makes sense if it is clear what the information is useful for and how it can be collected in an easy way. This is what stakeholders need to agree upon and why they need to discuss this issue as part of the implementation of Igamma. In case stakeholders decide on a somewhat elaborated level of data collection, the feedback of these data can provide valuable information on:

- Which clients are able to move quickly and why?
- Which part of the ladder is most time consuming, and for whom? What can be done to resolve this?
- Which clients reach the objective of the program?
- Which ones do not and why?
- Which clients drop out, and for what reasons? What can we do to prevent this?
- Which clients temporarily stop and why? What is required?

Answers to questions like these offer stakeholders the opportunity to show good governance, give proof of the effect of the public money that has been spent and create an opportunity to

learn and improve. Iigma provides some templates and examples to facilitate the discussion and the decisions regarding this aspect of the methodology.

Employer involvement

Last but not least the shared vision on all the steps required also provides a context for facilitating the involvement of employers. To aide the integration of the newly arrived the local/regional employers can contribute in many ways. For example, they can offer work experience positions, or entry-level positions which relate to certain skills and competency levels. This allows the newly arrived to contribute in some way and creates a sense of purpose and motivation. The reason and way employers are involved will depend on the position the individual has on the progress ladder. For case managers it is challenging to develop a network with employers that is capable of offering this diversity of support and entry. The next chapter will further elaborate on the role of the employer.

6. Igamma methodology and employer involvement

This chapter will focus on employer involvement. Two aspects of employer involvement will be looked into. Employer involvement and support is needed to be able to bridge the gap between the knowledge and skills of the newly arrived and the level of knowledge and skills needed to gain a sustainable position in the labour market. In the first section, the attention will be on how to approach and build up a network of employers. The second section will look into the support employers could benefit from when a newly arrived is actually at their premises for a work placement or work experience period and turn this period into a success. Finally in the last section, attention will be given to the gender issue. What kind of additional attention is needed to create conditions in which employers indeed give equal opportunities to each and every person of the target group?

On employer recruitment

Building an employer network for the purpose of engaging with any particular target group can be challenging and in some instances requires the re-education of perceptions that may be both historical and also heavily influenced by the media. As such, the general principles of employer engagement should be adopted, with further adaptation to support the employer's understanding of the specific client group; in the case of Igamma-Femina, migrant and refugee women.

Principles of employer engagement:

Building a relevant network of employers can be achieved by a variety of intentional actions, with the aim of establishing a positive relationship with key contacts and fostering an understanding of your organization / projects. This relationship will provide the opportunity to promote the programme's objectives and outcomes, and enable support from the employer to achieve these.

Establishing an employer relationship can be supported by organisational reputation (brand), confidence in previous interactions and evidence of successful delivery and project outcomes. Direct contact with organisational representatives skilled at relationship building can also be helpful.

Establishing relationships to build a network of employers can be achieved through a variety of methods:

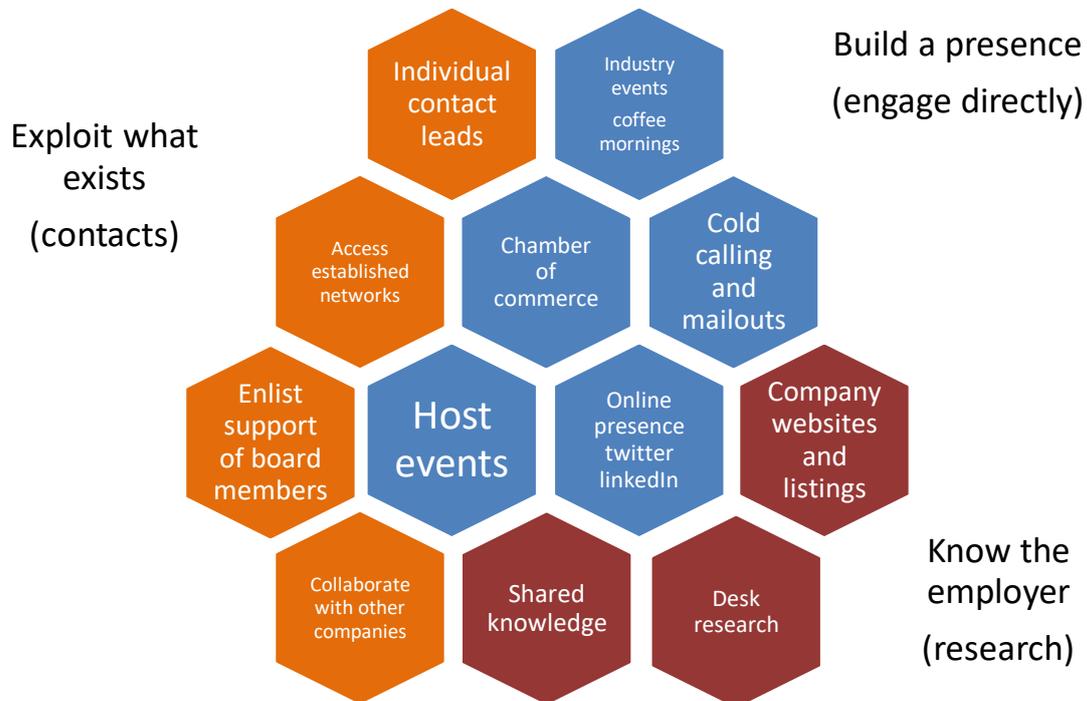


figure 6.1

Approaching employer engagement from the perspective of the employer and their position and needs provides the basis for developing a tailored intervention, with a higher rate of success. Numerous routes to establishing contact with employers through existing contacts and direct engagement are referenced in *figure 6.1* above, however the third element 'researching the employer', can assist in increasing the success rate of the initial contact. Conducting background research into an employer to obtain insight into their business, size, focus, details of any corporate governance/responsible business practices and appropriate inclusion policies, can provide the opportunity to match their corporate philanthropy or other

appropriate agendas, to the engagement of female migrant and refugee target groups. Where these policies do not exist and in addition to where they do, being equipped with the benefits of working with the client group, is vital to the engagement process.

Consider the employer requirements:

Employers want to	Employers do not want to
<ul style="list-style-type: none"> •Recognise the benefit of the engagement/contact •Recognise the benefit of working with the client group •Deem the proposal to fit within their organisational agenda •Be fully informed of project requirements •Engage in clear, efficiently delivered, positive interactions •Show commitment to diversity and inclusion •Implement staff network groups to address key issues for Disabled and Black and Minority Ethnic groups (BAME) •Associate with organisations which add value to their corporate governance and responsible business practices and policies 	<ul style="list-style-type: none"> •Engage in interactions that are time consuming with no obvious benefit •Work with networks which are disorganised or with unclear objectives •Be approached without facts/figures •Be approached with unstructured proposals •Invest money into programmes without positive outcomes that fit within their agenda or future prospect of return •Engage in corporate responsibility projects which are similar to competitors •Be given unnecessary and/or time consuming issues to deal with

Considering the three simplified elements of employer engagement (*figure 6.1*), researching the employer, exploiting existing contacts and building a presence through direct engagement, provides the opportunity to engage with employers and promote the objectives of the project. Combining this approach with an understanding of employer needs and a strong proposal for the engagement of the target group can have a measurable impact on success.

On employer support

Once committed to providing a work experience/work placement, employers should be supported to ensure that the placement is successful and to increase the probability of them engaging with further individuals from the client group. Each placement and employer experience contributes directly to the reputation of the client group, the programme and organisation facilitating it.

Experience of collaborating with employers in the placement of the newly arrived has evidenced that early and continued intervention, promoting information, expectations and avenues of support for both the employer and the individual, has a positive impact on the outcome of the placement and longer term results.

Typical package of employer centered support

- Pre-placement meeting with experienced representative
- Employer information pack, incorporating details of the programme and intended outcomes for the employer/individual
- Question and answer resource, highlighting areas of consideration specific to working with the target group
- Key contacts list, for employer enquiries or specific support needs arising during placement
- A schedule of support activities, including direct support for the individual and regular follow-up/feedback activities with the employer
- An exit questionnaire, to evaluate the success of the placement and employer experience

In addition to employer focused support activities, preparing the individual for the work placement, instilling an understanding of employer expectations, duties, hours, the work environment, rights and appropriate employer/employee conduct, can form the basis of a successful placement for both the employer and individual.

On Employers and gender sensitive attention

From the perspective of a gender sensitive approach, there are two key areas to consider:

1. What does a gender sensitive approach mean when a coach is building up an employer's network (recruitment)? This includes an understanding of gender-sensitive recruitment.
2. Similarly, when collaborating, what advice can be given to employers on gender-sensitive issues, such as fighting prejudices, equal opportunities, how to be welcoming etc when a newly arrived woman starts in a workplace, in order to ensure better integration and sustained employment.

The following suggestions are given as 'indicators' or measures for successful integration.

- Are coaches aware of the idea of resource distribution, i.e. how they distribute time, from a gender perspective? Do they give the same amount of time to men and women for counselling? Have they actually measured or discussed with colleagues how they use the resource time with the immigrants? In the Swedish example it turned out that the counsellors at AF or coaches tend to give much more time to men than women and that they actually found it more worthwhile to give men more time.
- How do coaches recommend added counselling or other resources than what is brought to the encounter by themselves? In the Swedish example the AF coaches commented that they tend to send men to added counselling to a much higher extent than women.
- Is the counselling directed towards a long term stay in the receiving country, with the starting point of adaption to the receiving country? Could it possibly be successful to bring to the discussion educational opportunities that the women could have use of both in the receiving country and if they should be able to return to the origin country, in order to open up for a discussion on what would be interesting for the woman? In the Swedish example it turned out that there is a strong resistance from some applicants to become "Swedish in their heads" that would direct the possible choices to either not go for a full time job or education or go for something that strengthens their own cultural identification, i.e. a job or activity within their original home country's migrant community within their new home country. The counsellors discussed this kind of resistance as a challenge or something that they needed to overcome while it could be more fruitful to actually use it as a source to find out how particular individuals could be more interested in articulating needs or wishes on what to do.

- Has the counsellor asked their client about their previous competences and education (tightly connected to how much time each encounter takes)? Could the previous experience build a solid ground for continued work life?
- The family situation is a parameter even though the counsellor should be careful not to stereotype women as wives, mothers and daughters with an extended responsibility for the home and life as a housewife.
- Do the counsellors take time to find out if there are any particular reasons for the woman to make certain choices? In the Swedish material it turned out that there are cultural reasons for women from Thailand to actually work full-time in order to be able to send resources to her parents (and there are of course other examples as well). The idea that migrant women as a group have equal needs and requirements, connected to being a housewife, needs to be challenged.
- Do the counsellors have a gender awareness education?
- Have the counsellors been made aware of their own ideas of gender and norms?

Annexes

Modules and content of the training curriculum

Module 1 The igma femina methodology

- The professional profile
- Stakeholder collaboration
- Gradual progression
- Case management
- Raising gender awareness

Module 2 Career Counselling and coaching

- Guidance and motivation
- Guidance and communication
- Guidance and gradual progression
- Guidance and action planning
- Guidance in a gender perspective

Module 3 Profiling and assessment

- Key competences for employment and education
- Key competences for active citizenship
- Assessing hard and soft skills
- Assessment in a gender perspective

Module 4 Iigma femina employer involvement

- Networking
- Collecting labour market information
- Social responsibility and social innovation
- Apprenticeship and mentorship
- Gender awareness and the role of employers

All modules are offered at 2 different levels, level 1 addressing knowledge and level 2 aiming at application.