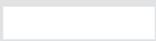
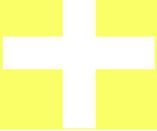
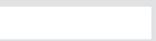




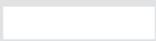
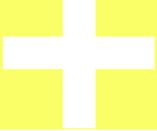
## Education

Illiteracy or low education 	Assumption of difficulties in acquiring new skills <b>Implicit association</b> Did not acquire skills in Italy (e.g. language) due to laziness or because she believes that they are not necessary to have a job 	→ Focus heavily on offering professional and linguistic training that is timely, continuous and adequate → In-depth interview (transversal skills) → Get help from a translator/cultural mediator during the interview 
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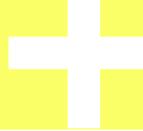
## Family

Predominant husband, childcare 	Anchoring effect related to availability and flexibility (time) Labelling regarding insufficient autonomy Looking for information reinforcing the prejudice 	→ Direct questions (about time, distances, etc.) → Individual interview (without the presence of the husband) → Proposing opportunities consistent with skills → Offer of a network of services (e.g. schools, associations that manage after-school time) 
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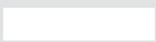
## Previous work experience

Access only to some professional profiles, shattering of competences 	Labelling and classification effect Proposing only household/care jobs 	→ General and broad skill evaluation 
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## Network

Few social contacts and limited to her own community 	Anchoring effect on first information received Problems of time (for caring activities) Illusion of truth on frequent events Problems of integration on the job place Implicit associations These problems could "block" the operator from taking in charge the person Ethnic stereotypes (e.g. prejudices on ethnic groups) 	→ Inclusion in multiple social networks (courses, meetings...) → Propose an integration path (meetings at regular intervals extended over time) → Fighting the prejudice of employers 
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## Rights and duties

Lack of knowledge of contractual legislation 	Implicit association The person does not want to get informed Auto-fulfilling prophecy She will have "excessive" claims later on Negativity prejudice Trust in the "ethnic network" and distrust of the Italian counterpart 	→ In the interview, a part dedicated to the working rights according to the status (residence permit, etc.) → Propose a course on workers' rights and duties and on Italian contractual legislation 
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# Maps of Good Practices Italy

The Community of Practices (COP) emphasized 5 main points during its meetings:

1. Family
2. Education
3. Rights and duties
4. Previous work experience
5. Network of contacts

Tali nodi rappresentano potenziali ostacoli che, da un lato, le donne migranti potrebbero dover affrontare e, dall'altro, potrebbero ingenerare pensieri e azioni guidati da stereotipi negli operatori. Per aiutare le donne migranti a superare tali ostacoli e per non trasformarli ulteriormente in ingiusti elementi di penalizzazione, è quindi opportuno riflettere su tali stereotipi e su come non caderne vittima. La mappa concettuale associa quindi a ciascun nodo un problema e a ciascun problema un pregiudizio indotto/inconscio dell'operatore a cui propone una soluzione (possibili metodi per contrastarlo).

**1. Family:** some migrant women could have problems in managing her children or in the relationship with a predominant male figure. The operator could deduce that the woman will have reduced hourly availability, little flexibility, little autonomy, and problems in dealing with work contexts with male presences or with other role models. This could lead to suggest part-time jobs, not far from the place of residence and in contexts restricted to the cultural model of origin, even if less responsive to the qualifications of the migrant woman. We therefore suggest an individual interview (without the presence of family members), with direct questions regarding the availability of time and movement, the addressing to service networks (such as schools or associations that manage pre and post school) with the aim to propose quality jobs that are consistent with skills.

**2. Education:** in some countries, education is intended only for men and for this reason some migrant women may have a low level of education or even be illiterate. The operator could therefore be led to think that she will have difficulty acquiring new skills or even that she does not want to do it because she considers it not very useful or simply out of laziness. An in-depth interview is suggested, aimed at discovering transversal skills, assisted by a translator or a linguistic and cultural mediation professional. It will then be necessary to focus on the proposal of professional and linguistic training that is timely, continuous and adequate.

**3. Rights and duties:** some migrant women may have little knowledge not only of contractual legislation, but also of her legal status as a migrant. The operator could therefore believe that the person did not inquire due to laziness and that, given her ignorance, she could have insufficient or excessive claims once she found a job. It is therefore advisable to dedicate a part of the interview to explaining the rights and duties of the worker, as well as offering ad hoc courses also about employment contracts. This will allow for the creation of a relationship of trust between the operator and the woman through a path designed for mutual collaboration.

**4. Previous experience:** some migrant women could have little work experience or she could simply underestimate it. The operator could therefore be induced to offer access only to some jobs with low professionalism. We suggest an interview aimed at the overall assessment of skills that also includes transversal and non-formal ones.

**5. Network of contacts:** some migrant women may have few social contacts and limited to the community to which she belongs. The operator could deduce that she will have little time to devote to work and that she will have integration problems in the workplace (due to ethnic stereotypes). It is suggested to investigate, during an in-depth interview, the level of priority the woman gives to work and her time availability; to propose a path of integration through courses with meetings at regular intervals and prolonged over time in order to insert the woman in multiple social networks. Finally, to try to combat employers' prejudices regarding ethnic stereotypes. It is essential, especially for first generation migrants, that all the different public and private actors working to facilitate the integration process collaborate in building a shared and heterogeneous network capable of supporting a 360 ° inclusion. The more integrated the migrant woman, the easier it will be for operators to find a quality job for her.