

## **2. Characteristics of Mentees**

### **2.1. SWOT Analysis of the Target Group (Immigrant Women)/Responsibilities in Mentoring Process**

A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a tool that reveals what a person or organization is doing best in the current situation and what needs improvement. This analysis can help reveal the extent to which the mentee has progressed in the mentoring process and what is necessary for the development processes.

SWOT analysis would be useful to maximize the efficiency to be obtained, as individuals spend time and effort on each other during the mentoring process. This analysis can be conducted individually, or the mentor and mentee can brainstorm together to perform the SWOT analysis. Individuals may not be as meticulous in expressing their weaknesses and writing them down as they state their strengths. In such cases, mentors as external observers could make additions/corrections. Identifying strengths and opportunities as well as weaknesses and threats will prevent unrealistic cognitions such as “everything is going great.” What matters here is not how perfectly everything goes but how good people are at detecting the four factors. In short, the important thing is to identify strategies suitable for personal development.

The beginning of a SWOT analysis is a kind of list preparation. SWOT analysis will gain meaning and value if a realistic and honest attitude is internalized while making these lists. For example, the analysis process can be started by listing the mentee’s strengths. Thus, a first step will be taken to form ideas for weaknesses, opportunities, and threats. When these separate lists are compared with each other, it can be seen that there is a connection (for example, are your strengths likely to open up some opportunities? Or can eliminating your weaknesses lead to some opportunities?) or contradictions between them, thus making the analysis process even easier. After comparing these four lists, it will be seen that the lists will be changed and become the most up-to-date. At this point, it would be a good strategy to prepare all four lists simultaneously.

In SWOT analysis, internal and external factors affecting the development process are discussed. Some of these factors can be controlled, while others cannot. Identified strengths and weaknesses represent internal factors, while opportunities and threats highlight external factors. However, the extent to which these factors affecting personal development are discovered and analyzed will increase the level of control. For example, the mentor may think that he is aware of the mentee’s strengths, but unless he is aware of the weaknesses and potential constraints that will affect personal development, it may be overlooked that these

strengths are not consistent. Similarly, the mentor may have concerns about an aspect of the mentee that he or she considers to be weak, but as a result of systematic analysis, some previously overlooked opportunities can be identified, and the weakness can be compensated over time. The mentor should emphasize that the weaknesses, or in other words, the aspects that need to be developed, are also a part of the self, just like the strengths. Here, the mentor's emphasis on the importance of feedback is important (see more on the importance of feedback in the last topic of Module 4).

In addition to the points mentioned so far, some suggestions can be made regarding the SWOT analysis. We can summarize the main points to be considered while performing a SWOT analysis as follows:

- Prepared lists should not be too long. The mentor and mentee should ensure that the answers given to the questions in the list apply to the future. In parallel, realistic answers should be given. For example, it would be pointless to plan for opportunities that have not yet appeared.
- The answers should not be vague. When answering questions, they should be stated as specifically as possible so that later, the mentor-mentee pair can follow a more productive strategy while brainstorming these answers.
- Weaknesses should not be overlooked. Here, especially as an onlooker, the mentor has a great responsibility.
- Do not rely solely on SWOT analysis. It is necessary to make sure that other issues included in this project (e.g., complying with ethical principles, providing feedback, etc.) are followed meticulously.

## **2.2. Specifics of the Education of Immigrant Women and Practical Methodological Recommendations**

There are some important aspects to consider when focusing on the education process of migrant women. For example, factors such as whether the expectations of immigrants are realistic (1), the level of knowledge of the official spoken language in the country of immigration (2), and the ability to cope with cultural differences (3) would affect the education process.

1. Upon arrival in the country of immigration, women may encounter a different landscape than they expected, which may lead to psychological depression. For example, the integration process into a less patriarchal society may be difficult for women with a spouse who thinks that the woman's responsibilities are limited in the kitchen.

2. When moving to a new environment, it is necessary to know the mother tongue spoken in that region. Especially mothers may often spend time at school or shopping. In such environments where time is spent, in cases where the mother tongue is not mastered, inefficient communication may result in a great restriction in integration into public life and access to services for the community. As a result of these limitations, it will be difficult to monitor children's education and training activities and to access services for basic needs (e.g., shelter and health services). In cases where the mother tongue in the region is not well known, possible employment opportunities may also become inaccessible for migrant women. As a result of all these, negative psychological outcomes such as uncertainties about the future, financial and emotional depression, and feelings of being excluded from society may occur in immigrant women.
3. Migrant women who become mothers, especially when their husbands work, may have to be solely responsible for their children's school needs. In such cases, raising children in a new culture may present specific challenges, especially for immigrant women. For example, for women migrating from a collectivist culture, where children are raised less autonomously, to an individualistic society, where children are raised more autonomously, such a cultural difference may become increasingly difficult, especially if they have children starting school. For the child observing their peers at school, the difference in understanding at home and school may cause conflicts in the mother-child relationship (e.g., differences in the child's eating, drinking, dressing, talking to adults and peers, etc.) for immigrant women when the mother is the primary caregiver.

Considering the difficulties listed above, migrant women may need social support in many ways through various pieces of training. As a result of these educational supports, positive psychological outcomes (e.g., more self-confidence, social acceptance and approval, and a sense of belonging) can be observed in immigrant women. Practical applications to increase the probability of obtaining positive psychological outcomes can be listed as follows:

1. First, the participants' consent must be obtained to implement these educational recommendations. In other words, it should be determined whether individuals have a desire and intention to receive support. Constrained programs will not be efficient.
2. A mentoring program calendar that will last at least one year and meet at least once a week should be organized. This advice also applies to distance mentoring processes.

This socialization opportunity is almost costless and requires less effort, so that it will be especially beneficial for migrant mothers having a child.

3. In the interviews held during the program (assuming that each meeting is for one hour), it should be ensured that the mentee tells in the official language spoken in the region about, for instance, what s/he has been doing in the last week, how s/he has been, etc., for at least the first 10 minutes. During this time, the mentor should be in the position of just a listener without intervening and make sure that the mentee has the feeling of being in a comfortable environment while expressing himself/herself. Thus, the mentee would find an opportunity to practice speaking a new language regularly.
4. Activities that can facilitate adaptation to cultural diversity can be implemented. For example, if there is an upcoming cultural or artistic activity (e.g., a festival) in the city where the immigrant lives, the mentor can talk about the history, purpose, and content of this activity. Such conversations can occur not only at the local level but also about upcoming important days and dates celebrated at the national level.
5. If possible, weekly one-on-one distance mentoring services can be carried out in groups at certain periods (e.g., once a month) with the participation of different mentor-mentee pairs. In this way, different mentees with similar experiences and conditions can get the opportunity to meet each other and expand their social networks through group interaction. Thus, while possible social isolation is prevented, mentees also have the opportunity to learn new information from each other.
6. Mentees may be asked to make presentations on certain topics, or discussion sessions may be held, especially in meetings where groups come together. Topics for presentation or discussion can be chosen on issues from everyday life (e.g., culturally specific traditional recipes, traditional health/medical practices, childcare strategies, etc.).
7. Feedback is significant for personal development in education and training processes. In this context, mentors should often emphasize the importance of feedback to mentees. At this point, mentees should be aware that the feedback is not only positive but also negative, or it is necessary for issues that need to be corrected. The mentors should not forget that the notification provided will not be useful if feedback is unavailable. In order for the feedback to be more effective in the education process, it should be provided immediately after a certain outcome without delay.

### **2.3. Career Counseling Possibilities for Immigrant Women**

One of the most effective ways to take care of the needs of immigrant women is to offer career opportunities. First, establishing a trusting relationship with immigrant women is essential to increase the effectiveness of the program. Mentors can provide the most appropriate service by listening to women's migration stories by creating a safe atmosphere where women's cultural experiences are valued. Mentors should be respectful and curious about women's culture, character, goals, and needs. They should ask about women's pre-migration, migration and post-migration experiences to gather a comprehensive life history that can help mentors identify the origins and developmental course of women's difficulties. To avoid being rude, mentors can let immigrant women direct the method of communication during a conversation.

It is important to consider pre-migration and post-migration experiences before immigrant women evaluate their career opportunities. In the context of pre-migration experiences, immigrants who practice professions such as medical doctor, academician, pharmacy, engineering, and lawyer in their country may not be able to do their profession in the country they migrated if they cannot provide license related to their job. This can lead to immigrants having few employment opportunities and working in various low-income positions to earn their living. Exposure to such a situation can bring high levels of frustration, stress and anxiety for the immigrant group. In addition, the reasons for migration and the negative experiences they have during migration can bring about serious problems that affect their mental health. It is likely that these mental health problems will present various challenges for immigrants trying to enhance their career development. In the context of post-migration experiences, both those who left their homeland voluntarily and those who had to leave experience similar problems in the countries where they were settled. These problems include cultural differences in beliefs, values and worldviews, language barriers, and culture shock. In addition, psychosocial conditions, such as loneliness and lack of social support, experienced in the new country may lead to poor self-concept and low self-efficacy problems. As a result, the career development of immigrant women may be adversely affected by some of those mentioned problems.

### **Effective Career Counseling Strategies**

Recognizing that immigrants come from different cultures, it is important to consider the appropriateness of mentoring adaptations to promote effective career counseling. Culturally competent mentors should have three main characteristics: First, they are highly aware of their own prejudices, values and worldview. This competence is very important as it raises awareness of when mentors should make changes to the mentoring they give to

culturally different mentees and when they should refer mentees to other mentors. The second competency is that mentors understand the culturally diverse worldviews of mentees. In other words, it is necessary to comprehend mentees' values, assumptions and prejudices about human behavior. The third competence is for mentors to develop and implement culturally relevant and sensitive intervention strategies. For example, using a certified translator when encountering language problems during the mentoring process indicates that the mentor uses an appropriate approach.

In planning a career intervention, approaches to multicultural counseling are one of the most critical elements in career counseling. It should consider the client's worldview and values, including the degree to which mentees are individualistic or collectivist. For example, for those who come from collectivist cultures, it may be important to consider family needs as well as one's personal needs and interests when setting a career goal. In addition, career counseling mentors should be aware of the social identity development issues that may arise when working with immigrants. These problems may be more pronounced in young immigrants, who tend to question norms and social roles as they try to adapt to social life. Due to their cultural identity, immigrants may want to preserve their cultural characteristics, including their traditions, food, clothes and even language, as much as possible in their business and social lives. In these cases, the mentor should assist individuals in clarifying their identities, especially in attitudes, behaviors and social relations in their business life. The importance of adapting to the culture of the country should be explained to maintain the continuity and quality of the work in their profession. It helps to establish effective communication with their colleagues and to work in an organized manner.

### **Possible Challenges**

Immigrant women may seek career counseling as part of their job search or as a result of finding career opportunities. As with all career counseling, part of the process includes providing information about the career ladder. In the case of immigrants, this process covers basic employment concepts, including social security procedures and benefits. In this process, the information published through official channels provides important guiding information. However, there are some obstacles to the employment of immigrants. People continue to be discriminated against because of their immigrant status. Immigrants may have difficulties finding work, that requires a lot of interaction, due to their limited language skills. In addition, forms of interpersonal communication accepted by immigrants in their country of origin may be viewed as inappropriate in the new country. They may even be misinterpreted as arrogant or offensive. In such cases, mentors can help mentees understand the cultural situation by

using role-play scenarios such as job interviews with immigrant mentees. However, even if the above issues are addressed, professional certificates from foreign countries are often not recognized in the countries that people immigrated. Therefore, immigrants occupying professional positions in their country are more likely to face employment problems as well as financial stress.

To summarize, the stress of adapting to a new culture can increase the stress brought on by unemployment or employment problems. The loss of social support networks and extended family contact can increase feelings of isolation. Traumatic experiences before or during immigration can affect the general functioning of mentees, which in turn can directly affect their work-related functioning. Finally, when mentors providing career counseling identify career barriers related to employment discrimination, they should assist the mentee in obtaining legal support, if necessary.

#### **2.4. Participation of Immigrant Women in the Labor Market**

One of the most important steps in the process of integrating immigrants into society is the employment of immigrants. In the process of integrating into society through employment, immigrants expand their social circles, overcome their language-related problems and gain the opportunity to achieve economic independence. In addition to the fact that immigrants have to work to survive, they contributed to the economy through both producers and consumers roles in the country they migrated. Legal restrictions that prevent immigrants from participating in the workforce during migration and integration processes may cause workforce loss due to their inability to perform their jobs in the new country. In addition, it is inevitable that they need financial support from the public due to their inability to be employed so that the expenditures of the responsible country increase. Competitive market conditions – which requires to work longer hours and desire a flexible and cheap workforce – put immigrants, facing employment restrictions and difficulties, on the market's radar. In particular, unskilled immigrant labor affects the value, pricing and division of labor within the existing market. For this reason, market conditions should be regulated by considering the labor of immigrants to prevent possible conflicts between immigrants and the public and also for immigrants to continue their lives at certain standards.

In the context of employment, the employment rate for men is generally higher. Compared to immigrant men, there are a few points that immigrant women should consider to work. These include *perceptions of economic requirements, household requirements, social norms, and success rates in the labor market.*

***Economic and household requirements:*** The economic necessity of women's participation in the workforce is often related to the living conditions of their families. For those living in households with other sources of income (from spouse or parents), immigrant women may not be required to contribute financially. However, it is becoming more and more difficult for immigrants to support a household on a single salary due to reasons such as a large number of children, which encourages immigrant women to seek a paid job. At this point, it is necessary to evaluate whether immigrant women have children to take care of and their responsibilities towards housework. Generally, immigrant families have more children than native families. This situation directly affects the labor force participation of immigrant women. Many European countries aim to employ women through different policies, such as providing financial support for childcare, especially to encourage mothers. However, the employment of immigrant women still needs to be solved. As immigrants are less likely to have a large family to help with household chores and childcare, women's participation in the workforce away from home becomes more difficult.

***Social norms:*** The values and worldview originating from the culture of immigrants have a significant impact on determining women's gender roles and social position. For example, if an immigrant woman comes from a culture where women are often involved in services such as housework and childcare, the idea of employing these women in the public sphere will not be easy at first. Variety of jobs, which are already limited due to social prejudices, is getting narrower due to the lower levels of education of immigrant women, lack of sufficient language skills and professional experience. For women, their spouses, and their families with conservative views of women's position in the labor market, wages earned from being active in the workforce may not replace benefits to maintain the household and may therefore hinder their participation in the labor market. These mentioned issues direct immigrant women toward secondary labor markets. These business lines include housework services, child/elderly/disabled care services and serving in the food sector. Immigrant women, who are already disadvantaged at the lower levels of labor opportunities, are trying to integrate into society by overcoming these disadvantages through employment.

***Success in the labor market:*** Culture-specific gender values can influence the decision to seek a job. Another issue that immigrant women may consider when deciding whether or not to enter the labor market is their perception of how successful they will be in the labor market. These perceptions of immigrant women are mainly based on their perceptions of discrimination based on gender and ethnicity, which may hinder their chances of finding a job. While these perceptions do not necessarily mean that actual discrimination



will occur, they influence the decision as to whether one's labor force participation is individually valuable. Therefore, the decision of immigrant women to enter the workforce is multifaceted and much more complex than immigrant men. They face possible disadvantages not only because of their ethnicity but also because of their gender.

In light of these issues, mentors should direct them to suitable jobs while evaluating the employment possibilities of mentees by considering the economic status and family needs of immigrant women. For example, for an immigrant woman whose child goes to primary school, working hours suitable for her child's school hours can be arranged. It may be more appropriate for women with younger children to work in a workplace that offers nursery facilities. Mentors can direct mentees to courses that can help them develop professional competencies and language skills. Discrimination against immigrant women based on ethnicity and gender can negatively affect their perceptions of their participation in the workforce and their performance, thereby discouraging them to join work opportunities. Moreover, suppose that it is determined that the employed individuals are compelled to work for low wages without social security rights. In that case, the mentor should take the necessary precautions and inform the mentee about their rights. In such cases, the mentor should defend the rights of the mentee and direct the mentee to workplaces and lines of business where they will not experience discrimination.

As a result, the meaning of employment for immigrant women is essential not only for sustaining life or being able to exist economically but also for acquiring a social environment, adapting to the culture, improving language proficiency and removing sexist norms. However, employment opportunities for immigrant women are limited for many reasons. On the other hand, employed individuals mostly work in unskilled jobs with low wages and without social security rights. The discrimination they experience due to the lack of professional experience and coming from different cultures often compels immigrant women to work in secondary employment areas. At this point, the ethical duty of mentors is to inform immigrant women about their rights and guide them so that they can work in more suitable conditions.

## **QUIZ**

### **2.1. SWOT Analysis of the Target Group (Immigrant Women)/Responsibilities in Mentoring Process**

**1. SWOT analysis is used to determine which characteristics related to the current situation of individuals or institutions?**

- a. Threats
- b. Weaknesses

- c. Opportunities
- d. Strengths
- e. All

**2. Which of the following statements about SWOT analysis in mentoring processes is false?**

- a. Only internal factors affecting development processes are considered.
- b. It can be useful in determining what is needed in personal development processes.
- c. In development processes, only SWOT analysis should be adhered in personal development.
- d. Mentor and mentee can conduct this analysis together

**3. Which of the following should be considered while preparing lists for SWOT analysis in the mentoring process?**

- a. Lists should be prepared simultaneously
- b. While preparing the lists, be realistic and honest.
- c. Lists should not be too long
- d. The answers to the questions on the lists should not be ambiguous.

e. All

## **2.2. Specifics of the Education of Immigrant Women and Practical Methodological Recommendations**

**1. Which of the following is one of the issues to be considered while focusing on the education process of immigrant women?**

- a. How realistic are the expectations
- b. The level of knowledge of the official spoken language in the country
- c. Skills to cope with cultural differences

d. All

**2. What kind of positive outcomes can be observed on immigrant women as a result of educational support during the mentoring process?**

- a. Increase in self-esteem
- b. A sense of social acceptance and approval
- c. Sense of belongingness

d. All

**3. Which of the following is not one of the methodological recommendations for the education of migrant women?**

a. In order to implement the recommendations, the consent of the participants must first be obtained

b. It can be ignored whether the participants have a willingness or intention to receive support

c. Opportunities should be created for the mentee to practice the official spoken language of the country in which they live

d. Activities that will facilitate adaptation to cultural diversity can be implemented

### **2.3. Career Counseling Possibilities for Immigrant Women**

**1. Which of the following is not among the difficulties encountered in career counseling for immigrant women?**

a. Discrimination

b. Coming from a collectivist culture

c. Having limited language skills

d. Invalidation of professional documents

**2. Mentors will defend immigrant women's rights and help them get legal support if they are experiencing career barriers related to employment discrimination.**

a. True

b. False

**3. Which of the following can be counted among the effective career counseling strategies?**

a. Counselors should be highly aware of their own prejudices, values and worldview.

b. Mentors should understand the worldviews of culturally diverse mentees.

c. Mentors should develop culturally relevant and sensitive intervention strategies.

d. All

### **2.4. Participation of Immigrant Women in the Labor Market**

**1. Which of the following is one of the points that should be taken into account when evaluating the employment opportunities of immigrant women?**

a. Economic requirements and household requirements

b. Social norms

c. Perceptions about success rates in the labor market

d. All

**2. Immigrant women have to adjust themselves and work according to the requirements of the job they are directed to.**

a. True

b. False

**3. Which of the following is one of the factors that make it difficult for immigrant women to participate in the labor force?**

- a. Exposure to discrimination
- b. Household responsibilities that belong to women
- c. Lack of professional experience
- d. All

<b>MODULE</b>	Characteristics of Mentees
<b>TOPIC</b>	SWOT Analysis of the Target Group (Immigrant Women)/Responsibilities in Mentoring Process
<b>Title of the activity</b>	Individual SWOT Analysis
<b>Pedagogical objective</b>	Understanding SWOT Analysis
<b>Target group</b>	Professionals
<b>Duration (minutes)</b>	40 minutes
<b>Settings</b>	Classroom
<b>Size of the group</b>	12-16 participants + 1 moderator
<b>Method</b>	Individual practice
<b>Tools</b>	Pen, A4 paper
<b>Description of the activity</b>	
SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a tool that reveals what a person or institution is doing best in the current situation and what needs improvement. This activity aims to show how a SWOT analysis can be applied to facilitate personal development in mentoring processes.	
<b>Text of the instructions for learners (professionals)</b>	
<ol style="list-style-type: none"> <li>1. Distribute a pen and A4 size paper to all participants.</li> <li>2. Ask them to divide the distributed sheets into four equal-sized pieces.</li> <li>3. Write the following four headings separately on the papers: Strengths, weaknesses, opportunities, and threats. So ask them to create a 2*2 matrix (see Figure 1).</li> <li>4. Indicate that four lists will be created (Take 10 minutes for each list).</li> <li>5. Ask them to fill in the following questions to identify strengths on the first list: What am I doing well? What do others think is my strength? What unique resources do I have?</li> <li>6. Ask them to fill in the following questions for weaknesses on the second list: What aspect of me can I improve? At what point do I have fewer resources?</li> <li>7. Ask them to fill in the following questions for opportunities on the third list: What opportunities are open to me? Are there any trends I can take advantage of? How can I turn my</li> </ol>	

strengths into opportunities?

8. Ask them to fill in the following questions for threats on the fourth list: What threats can harm me? What threats do my weaknesses expose me to?

Figure 1. Sample List for SWOT Analysis

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.
Opportunities	Threats
1.	1.
2.	2.
3.	3.

**Summary**

This activity will enable the participants to apply the SWOT analysis primarily on themselves. Thus, individuals will be more familiar with this practice while preparing the same lists for

someone else together. It is expected that an awareness of what to consider when preparing each list (i.e., strengths, weaknesses, opportunities, and threats) will be acquired.

## Activity No. 2

<b>MODULE</b>	Characteristics of Mentees
<b>TOPIC</b>	Specifics of the Education of Immigrant Women and Practical Methodological Recommendations
<b>Title of the activity</b>	Application of the New Language and Cultural Adaptation
<b>Pedagogical objective</b>	Understanding Challenges in Practicing a Newly Learned Language and Understanding Steps to Cultural Adaptation
<b>Target group</b>	Professionals
<b>Duration (minutes)</b>	20 minutes
<b>Settings</b>	Classroom
<b>Size of the group</b>	12-16 participants + 1 moderator
<b>Method</b>	Group work
<b>Tools</b>	-

### Description of the activity

Two of the important aspects to consider when focusing on the education process of immigrants are the level of knowledge of the official spoken language in the country of immigration and the ability to cope with cultural differences. Through this activity, it is aimed that the importance of these two issues will be comprehended and realized by professionals.

### Text of the instructions for learners (professionals)

1. Ask participants to choose a language they are interested in or know at a beginner level.
2. Ask them to be able to ask the following questions in the chosen language and give short answers to these questions (The instructions provided for this activity should be shared with the participants in advance, so they will have time to prepare for the activity in question).
  - a. Where are you from?

b. How are you?

c. What is your favorite food?

d. What are your hobbies?

e. How was your week?

f. What did you do differently this week?

3. In addition to the questions above, select a nationally significant date in a country (e.g., UK) where the chosen language (e.g., English) is the official spoken language (e.g., 29 October for Turkey). The following questions regarding the important date and the answers given to these questions should be stated orally in the chosen language:

a. Why is this date important?

b. What activities do the citizens or government organize at that time?

4. After each participant performs this activity individually, ask all participants to discuss this activity in group work. A discussion can take place on questions such as how difficult they perceive to ask and answer such basic questions in a new language and what similarities or differences there are in different cultures regarding important days and dates due to various reasons.

#### Summary

In this activity, it is aimed that the participants perform some speaking practices from daily life in a language other than their mother tongue and think about some information regarding the culture in which that language is spoken. Participants are expected to empathically realize how difficult it can be while learning and practicing a new language by speaking practices related to some basic dialogues from daily life. In addition, it is aimed to realize the diversity or similarity between cultures by recognizing some cultural differences at the basic level. It is expected that these awarenesses, which need to be conscious at the individual level, would also manifest themselves in the interpersonal relationship dynamics.

### Activity No. 4

<b>Activity No. 4</b>	
<b>MODULE</b>	Characteristics of Mentees
<b>TOPIC</b>	Participation of Immigrant women in the Labor Market
<b>Title of the activity</b>	Employment of Immigrant Women



<b>Pedagogical objective</b>	To Comprehend in which Fields the Immigrant Women Can Be Employed According to Their Characteristics
<b>Target group</b>	Professionals
<b>Duration (minutes)</b>	30 minutes
<b>Settings</b>	Classroom
<b>Size of the group</b>	10-12 participants
<b>Method</b>	One-to-one application
<b>Tools</b>	Pencil and paper

**Description of the activity**

The purpose of this activity is to practice the mentors' plans for the employment of immigrant women. Participants will divide into groups and discuss the essential points that should be evaluated within the scope of employment of immigrant women.

**Text of the instructions for learners (professionals)**

1. Form groups of three as participants.
2. Create an immigrant woman profile with your group to work on.
3. Determine the sociodemographic characteristics of the immigrant woman to be employed and take notes.
4. Identify and take note of perceptions about economic requirements, household needs, social norms and success rates in the labor market from the perspective of immigrant women.
5. In the light of these issues, when evaluating employment possibilities, direct the immigrant women to the jobs suitable for the profile you have created by considering their economic status and family needs.
6. Identify education and training programs that can help develop professional competencies and language skills.
7. Prepare a plan on how the immigrant woman will seek her rights when she is

**discriminated against in her employment.**

**8. Discuss in class the steps planned, both similar and different, between groups and the benefits of these steps.**

### **Summary**

**For immigrant women, the meaning of employment is important not only to sustain life or to exist economically but also to acquire a social environment, adapt to the culture, improve language proficiency and break sexist norms. At this point, the ethical duty of mentors is to inform immigrant women about their rights and to guide them so that they can work in more suitable conditions.**