06

Structural, personal and competence factors affecting inclusion

Competence covered

Self-awareness and self-efficacy; taking the initiative; working with others; coping with uncertainty, ambiguity and risk

Aim of the tool

To support women to identify the structural, personal and competence factors affecting their individual situation.

To raise awareness on the common problems and strategies among migrant women.

To reinforce individual and collective initiative and support among migrant women.

Timing

120 minutes

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Description / How does it work? (1)

The facilitator asks women to think about things they want to do in their life (for example, having a job, a nice house, children, etc.).

They make a list with all their wishes.

Then they think about possible obstacles they find to make their dreams come true (for example, they are not able to find a job because there is a lot of competition in the labour market right now).

After all women have reflected about their dreams and obstacles, participants share their thoughts in the class and the facilitator collects ideas in the following table:

What we want to do	What prevents us from doing it

This will allow women to see that many of the wishes and difficulties are shared among several participants of the group.

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Description / How does it work? (2)

Then the facilitator will label the obstacles that came out during the session and organise them in three groups: personal factors, structural factors and competence factors (see table 1 as an example).

The facilitator explains the three types of elements in basic terms:

Structural factors: Things that many of us share and we can't change individually, but may be changed over time with collective action. The facilitator may comment that it is obviously very common that we can't have many of the things we want.

Personal factors: Things that are particular to our individual situation and we may be able to change or not. They may also be related to structural factors.

Competence factors: things that speak about our individual knowledge, abilities and attitudes and that we can change.

This will help women to understand what they may be able to change in their life and what she should be able to negotiate with.

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Description / How does it work? (3)

From a gender and intercultural perspective, a special emphasis is given to inequalities related to gender and origin discrimination, which limit the personal development opportunities of women.

This analysis is useful to assess employability, opportunities and limitations in lifelong learning, personal development, social inclusion and a variety of contexts and situations.

After all factors have been identified, the facilitator opens a discussion about what the participants can do to overcome the different obstacles listed and makes a list on the blackboard.

This will allow participants to start to see their individual objectives related to their personal project.

It will also help participants to see that structural difficulties can be compensated with the development of individual competences, and what kinds of collective action may help reduce structural inequalities.

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Description / How does it work? (4)

TABLE 1. STRUCTURAL, PERSONAL AND COMPETENCE FACTORS

Structural factors	Personal factors	Competence factors
Economic crisis	Having three children to take care of, and no support.	Not being able to use a computer

TABLE 2. WHAT TO DO ABOUT THE DIFFERENT FACTORS

Factor	Type of factor	What to do
Economic crisis	Structural	Being informed about the situation, sharing concerns and support strategies with other people...
Having three children to take care of, and no support.	Personal	Asking a friend to take care of my children once in a while...
Not being able to use a computer	Competence	Trying to find a free computer course, asking my daughter to teach me...

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Evaluation grid for the trainer
Please answer the questions below about the performance of the participant with the following grade-scale:

1: Not at all
2: barely
3: consistently
4: very consistently

-how much the participant was able to discern obstacles just depending on herself and obstacles depending on external factors?

1	2	3	4

-how much the participant was able to set a 'to do' in respect to the structural factors?

1	2	3	4

-how much the participant was able to set a 'to do' in respect to the personal factors?

1	2	3	4

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-how much the participant was able to set a 'to do' in respect to the competence factors?
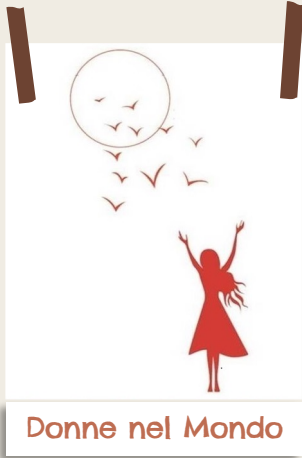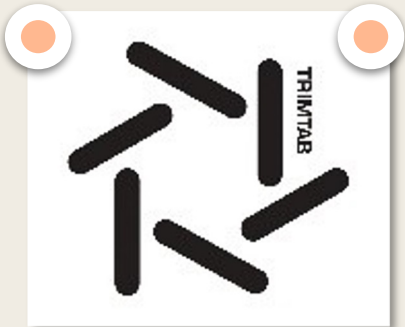
1	2	3	4

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