D2.1 Research methodology and relevant protocols for primary research on the identification of the obstacles faced by TCN women (with a focus on refugee) in accessing targeted training and labour market opportunities, and the current level of cooperation among relevant actors
WP2 Mapping of obstacles hindering access of young TCN women to vocational training and labour market, with a focus on social economy

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Confidential

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Abstract: D2.1 „Research methodology" provides useful information and tools for delivering the activities foreseen by WP2. The document also provides the reference questions for a complete, concise and meaningful collection of information.

Document History

Version	Date	Status	Author	Description
v 0.1	04/03/2022	Draft	EURICSE	First draft, allows feedbacks and comments
v 1	16/03/2022	Final	EURICSE	Final document

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Acronyms and Abbreviations

Acronym/Abbreviation	Description
TCN	Third Country Nationals
CSOs	Civil Society Organizations

Partners List Abbreviations

Acronym/Abbreviation	Description
AAH	NGO actively promoting integration of migrants and refugees by providing training and employment consultation, especially through the Community Center in Athens
YMA (former YMEPO)	National body responsible for designing and monitoring the implementation of national migrant legislation in Greece
Veneto Lavoro	Body for labour market policies & services coordinating labour market policies, including targeting migrant and refugees
EURICSE	Research institute on Cooperative and Social Enterprises, focusing on social economy
Irecoop Veneto	Vocational Education and Training provider, having 443 social cooperatives-members employing 28146 people
Red Cross Spain	NGO working extensively with migrants and refugees, combating social exclusion while providing training for employment
CISE	Body created by teh University of Cantabria to conduct specialized research, and training activities for enterprises, focusing on social entrepreneurship
Cantabria	General Direction of Cooperation for Development designing and monitoring the Cantabrian Regional Strategy for migrants and refugees assisstance
IH Network	Organization with 16.000 members around the world, promoting a collaborative ecosystem to sustainably impact society through social entrepreneurship and its branches
IH Lisbon	Branch of IH Network with experience in working with migrants and refugees
IH Budapest	Branch of IH Network with experience in working with migrants and refugees

List of Annexes

1. Introduction

The project "Breaking silos, promoting young TCN women's access to targeted vocational training and labour market opportunities through social economy" or Momentum of Cooperation is funded by the European Union's Asylum, Migration and Integration and responds to topic 2 Reducing obstacles and promoting access to basic services for third-country nationals. The project is implemented under the coordination of ActionAid Hellas in cooperation with 10 partners in 6 countries, Spain, Italy, Portugal, Hungary, Austria and Greece.

Through a gender-sensitive and multi-stakeholder approach, "MOMENTUM of Cooperation" brings together CSOs, Public Employment Services, VET providers and employers at local level, to reduce the structural and cultural barriers faced by TCN women in accessing targeted and adapted to their needs vocational training and employment opportunities, focusing on refugee women aged 18-35 in the 3 most affected by migrant flows EU countries (GR, IT, ES) and 2 countries with positive and critical approach to integration (PT, HU). Based on a co-designed multi-stakeholder collaboration framework, MOMENTUM aims to break the working silos in services provision and promote a whole-of-government approach to skills development and integration, responding to TCN women's multiple vulnerabilities. As a result, it offers integrated services, combining advanced local language courses, targeted vocational training, and employment support. The project tests and assesses the developed framework through a 7-month pilot programme in social economy, a sector with enhanced integration potential for refugee women.

The following outcomes are expected to be produced by the end of the project:

- Improved cooperation of 60 key stakeholders in 5 EU countries through 5 Participatory Labs and 29 workshops promoting access of young TCN women in integrated services.
- 250 young TCN women engaged in confidence building activities through 25 group sessions; 175 will have received personalized employment counseling; 150 will have improved language skills through 280 sessions; 125 will have acquired employability & social economy skills and will have been supported through 250 mentoring sessions.
- Improved capacity of 50 employers in integrating TCN women into their workforce.
- Enhanced knowledge of 75 public authorities on gender-sensitive and whole-of-government approach in TCN women's integration through 7 policy meetings.

1.1 Purpose of the document

The present document was produced as part of WP2: Mapping of obstacles hindering access of young TCN women to vocational training and labour market, with a focus on social economy. WP2 aims at mapping the obstacles and gendered needs faced by young TCN women with a focus on refugee ones in accessing vocational training programmes and the labour market in partner countries and at identifying the needs and challenges for improving collaboration among the different stakeholders to facilitate access of TCN women in targeted training opportunities and the labour market through social economy as an emerging, migrant women-friendlier sector. Leader of this WP is partner 4 EURICSE, Research institute on Cooperative and Social Enterprises, focusing on social economy based in Italy.

This document is the first Deliverable of WP2, namely *D2.1 Research methodology and relevant protocols for primary research on the identification of the obstacles faced by TCN women (with a focus on refugee) in accessing targeted training and labour market opportunities, and the current level of cooperation among relevant actors* and includes all the research tools designed for the purposes of the research activities of the Momentum project. Taking into consideration the size of the consortium, the document is formulated and functions as a tool for all team members of the project to be able to conduct the research activities.

Due to the different national contexts in which the research activities will be conducted, prior to the research tools design, secondary data regarding TCN women and their position in each of the implementing countries were collected. More specifically, based on a predefined set of questions designed by EURICSE, partners conducted literature review on the legal framework of each country regarding migrants and refugees, the conditions of migrants and refugees in terms of their employment, housing and education with a focus on women refugees and migrants. In addition, a mapping exercise identifying stakeholders working with migrants and refugees, especially VET providers, CSOs and NGOs and Public employment services was conducted.

1.2 Structure of the document

Apart from the introductory part, the document is organized in three sections focusing on different issues regarding the implementation of the research activities. The objectives of the research activities, the data collection methods and the tools to be used are presented in detail. More specifically, the structure of the document is as follows:

Section 2: Research activities overview. The first section provides an overview of the research activities, of the objectives and of the contribution of each partner. In addition, issues storing and sharing data are presented in relation to confidentiality and data protection issues.

Section 3: The Researchers Toolbox. The third section presents the criteria for the participants' selection for each of the target groups and elaborates in detail the methods of data collection (interviews, focus groups and survey). In addition, tips for the data collection are offered and specific guidelines for the implementation of research activities with members of vulnerable groups and specifically, with TCN women migrants and refugees.

Section 4: Conducting research activities. Following the presentation of the methods, the 4th section focuses on conducting the research activities. The data collection tools, namely the interview and focus group guides for all activities are presented in detail.

Section 5: Data analysis. Taking into consideration the large size of data expected to be collected, partners will conduct a preliminary thematic analysis of the data. Therefore, the present tool provides indicative themes to be used by all partners. In addition, taking into condieration the different contexts of research activities implementation, the use of common themes will enable the analysis and integration of the final findings.

Finally, the bibliography and useful links are provided in the end of the document. Participants lists for the focus groups are attached as Annexes in the present document.

2. Research Activities overview

Based on the GA, research activities will be conducted in the 5 implementing countries (Greece, Italy, Spain, Portugal and Hungary). The data will be collected using both qualitative and quantitative methods by local partners. The data, anonymized, will be shared with EURICSE to conduct the analysis and integrate the findings in the deliverable D2.2 Primary research findings report.

The objectives of the primary research are to:

- Map the obstacles and gendered needs faced by young TCN women with a focus on refugee ones in accessing vocational training programmes and the labour market in partners countries.
- Identify the needs and challenges for improving collaboration among: a) CSOs working with migrants and refugees, b) Public Employment Services, c) Vocational Education and Training providers, and d) social economy organisations, with the aim to facilitate access of TCN women with a focus on refugee ones in targeted training opportunities and the labour market through social economy as an emerging, migrant women-friendlier sector.

To achieve these objectives, research activities will be conducted with all related stakeholders, namely, TCN women, grassroot organizations, CSOs and NGOs, VET providers, representatives the following activities were designed to be conducted:

A2.1 Assessment of young TCN women with a focus on refugee ones needs and challenges in accessing vocational training and the labour market.

The first research activity aims to better understand the needs and challenges faced by the women in relation to accessing a) vocational training opportunities and b) the labour market in partner countries. The research will focus on identifying obstacles and challenges, such as skills needed for their employment in the local labour market and particularly in social economy organizations, local language knowledge, cultural and family issues, level of awareness about the value of vocational training, awareness of women's employability rights and potential, as well as challenges in collaborating with relevant CSOs and available public employment services.

To gather the data, 50 in-depth interviews with TCN women and 5 focus groups with representatives of grassroots migrant /refugee associations will be conducted in all 5 countries.

A2.2 Identification of current level of cooperation of VET providers with other actors, and needs and challenges in developing targeted training programmes.

The second research activity will focus on: a) identifying the current level of cooperation with public employment services and CSOs to identify suitable migrants and refugee trainees and understand their multi-dimensional needs with a focus on educational level and potential, and b) the level of cooperation with potential employers with a focus on social economy enterprises to exchange information about the labour market skills needs and design targeted courses.

To achieve the objectives of the activity, 5 focus groups will be conducted (one per country) with the participation of 50 representatives of VET providers in the field of social economy and entrepreneurship in total.

A2.3 Identification of current level of cooperation of public employment services with other stakeholders and provision of targeted support for young TCN.

This activity will focus on identifying the current level of cooperation a) among public employment services, VET providers and employers in mapping the labour market needs to consult accordingly young migrant and refugee women looking for employment, b) with CSOs in understanding the multi-dimensional needs of TCN women (incl. refugee women) and provide targeted support, and c) with public stakeholders in other policy areas, such as housing, social services following a whole-of government approach.

To gather the relevant data, 25 interviews (5 per country) will be conducted with public employment services representatives.

A2.4: Identification of barriers faced by social economy organisation

Finally, a survey will be conducted to assess the needs, challenges, cultural barriers and benefits of social economy organizations in partner countries related to the integration of young TCN women in their work environment, including skills required by the local employers. The online survey will also focus on identifying the current level of cooperation of social economy organizations with VET providers in the field and public employment services, with the aim to find personnel with suitable skills and/or co-develop programmes targeted to the labour market needs.

Table 1: Research activities

Research activity	Description	Partner
50 interviews with individual TCN women in Greece, Italy, Spain, Portugal, Hungary	Semi-structured interviews implemented by partners, outlining the needs and challenges of TCN women hindering their participation in training opportunities and the labour market.	AAH Irecoop, Red Cross, IH Lisbon IH Budapest.
5 Focus group with 10 representatives of grassroots migrant and refugee associations, and relevant CSOs in total	Focus group involving grassroots migrant and refugee associations, and relevant CSOs to define the needs and challenges of young migrant and refugee women in accessing training opportunities and the labour market	AAH Irecoop Red Cross IH Lisbon IH Budapest.
5 Focus groups with 50 representatives of VET providers in the field of social economy and entrepreneurship in total	Implementation of focus groups involving training providers related to social economy and entrepreneurship to identify their needs and challenges in developing targeted training programmes for TCN women.	Irecoop, CISE IH Network IH Lisbon Budapest
25 in-depth interviews in GR with key staff members of Public Employment Services	Results of in-depth interviews implemented by partners, presenting the current level of cooperation between public employment services and VET providers, social economy organizations and CSOs to provide targeted support to migrant and refugee women	AAH with YMA Veneto Lavoro Cantabria IH Lisbon IH Budapest

Survey on needs, challenges, cultural barriers of social economy organizations, and current level of cooperation with complementary actors, involving at least 100 respondents.	Results of a survey conducted in partner countries, defining the expected challenges, cultural barriers, benefits and needs of social economy organizations on the integration of young TCN women, as well as the level of cooperation with VET providers and public employment services.	IH Network, Irecoop, CISE

2.1 Confidentiality

2.1.1 Consent form

All partners will receive consent forms corresponding to each of the activities in English. The consent forms will be translated and used in all research activities to ensure protection of participants in the primary research activities.

The consent form has two parts; the information sheet and the consent form. The information sheet presents the project and the activity, including the criteria for the participants' selection, the reimbursement (if there is any), the duration of the activity, the benefits of the individual and the community and the measures that will be taken to ensure confidentiality. Then the rights of the participants are presented as well as data processing contact information are provided. In addition, the participant is informed about the personal data which will be processed, the means of data storage and sharing of this data is presented to the participants to be fully aware of the procedures to be followed. Retention and disposal procedures of personal data and confidential information after the project completion are described.

The second part "Consent form" requires the participant to provide personal data and sign the form if they consent. If a cultural mediator was present to mediate the procedure, then they also have to sign declaring that they have read and transferred clearly all the information contained in the document to the participant. In addition, it is mentioned that the participant understood the content and had the chance to ask questions and that the consent is free and voluntary. The consent form is in two copies, one for the participant and one for the researcher.

2.1.2 Storing data and sharing data

All partners will store the original recordings in password protected folder in their local systems. Based on the GA, data should be stored until 5 years after the completion of the project for auditing reasons. The transcribed recordings will be anonymized and then shared with the WP leader, EURICSE for further analysis.

The anonymized data will be stored in the shared folder of the project "Momentum Collaborative Space", the access to which is restricted to the partnership members only.

Partners will store and share the anonymized data to the corresponding folder as seen in the following figure:

Figure 1: Storing and sharing data
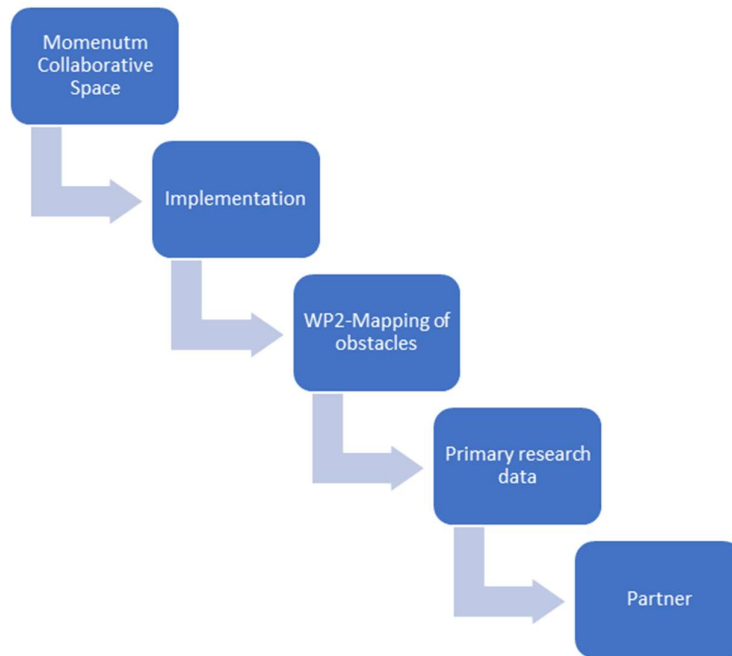
3. RESEARCHER'S TOOLBOX

The following section presents all necessary information for the selection of participants in each different research activity and the methods for the data collection. In addtiion, important information regarding the main target group, namely TCN women migrants and refugees are provided to the researchers to ensure protection of participants in the research activities.

Euricse has provided a list of questions to run the semi-structured interviews, the focus groups, and the in-depth interviews. Nevertheless, your preparation and the selection of the participants can make a difference. Be sure that you are organized and ready, as a stressful atmosphere can be distracting and counterproductive.

We kindly suggest that you undertake these key actions before your interview/focus group:

- Read articles/reviews on the topic (see "Bibliography and Links"): make sure to have a good understanding of the topic(s) you'll cover in advance.

- Collect some information about the participants and the country of origin: it helps to address the questions and avoid embarrassing situations.

- Decide in which language you want to conduct the interview, and if you need a translator/mediator.

- Make sure to give your contact details to the participant(s) in case of need.

3.1 Participants' selection and access

In the following sections, we provide some insights into how to search for and select interviewees and focus group participants. We encourage you not to involve any organization or person in more than one activity.

3.1.1 TCN women

Our target: "Individual young TCN women (focus on refugees) who are seeking a job/are interested in training or skills development opportunities, have resided in the hosting country for at least 2 years and have a working permit. Interviewees will include young women with whom AAH, Red Cross, Irecoop, IH Lisbon and Budapest cooperate as part of their ongoing programmatic work."

The rationale for selecting interviewees is that they should be either in search of a job, or have previous work experience to share. The optimal balance would be 50% of the interviewees in the first and 50% in the second situation, but you might need to adapt this percentage.

Various methods of selection are possible, and you can use more than one.

1. You can involve women with whom your organization has been in contact in the past/is in contact now.

2. You can use your personal network.

3. You can ask an external organization/contact you trust to provide you with the contact information of women who might be interested.

4. You can ask women you already know to involve somebody else.

5. You can do an open call on your website.

Try to differentiate the sample, for example by involving people of different nationalities, living in different areas of the city/territory, not linked to the same community/group.

We encourage you to apply the following rule: try to select people who have no direct interest in you or your organization. The woman's attitude and responses will be influenced, even unintentionally, by working together in other contexts (for example, if your organization is conducting a job search with her). While this suggestion contradicts point 1, we do not entirely exclude selecting people from your work network. The rationale behind this is that their involvement should not be directly related to job and training issues.

If you can rely on a translator/mediator, language will not be an issue. Otherwise, make sure both the interviewer and interviewee have a sufficient understanding of a common language.

3.1.2 CSOs, NGOs and grassroot organizations and VET providers

For both focus groups (A2.1. Focus groups with grassroots migrant and refugee associations and CSOs working with refugees, A2.2. Focus groups with VET providers) the rationale for selection is the same. Your focus group will be of greater interest and content if the group is heterogeneous, made up of people with direct experience with the topics discussed.

When you contact someone, asking to join the focus group, you should:

- Clarify the purpose of the research.

- Say when it will happen (indicative period or precise date).

- You can say (not mandatory) who you know I will be attending.

- When you contact an organization/group they may ask you who should participate in the focus group. Ideally, try to involve the person who has the most information on the topics of interest. We advise you to specify this element, often the representative (the president, the boss, the leader) is sent, who may actually have less information of interest.

To select participants, we invite you to brainstorm (take into account also the data collected in the context analysis you have done), asking for the collaboration of your colleagues as well. Try to map all the entities with which you are in contact (relevant to the topic) and all those you have heard about but with which you have never worked. For the first focus group, you might ask yourself: where do refugees/asylum seekers ask for help? Who is supporting them? What kind of integration programs exist? What are the main foreign communities in the area? Do I know natural leaders of any communities in the area?

After that, you can do a search on the internet using keywords (your area of expertise, refugees, work, reception, information desk, job placement…).

Last step: when you contact an organization for the focus group, you can ask if they can refer you to other organizations to be contacted.

Make sure you have slightly more people than the project requires. This is useful in case someone is absent.

3.1.3 Survey

To collect meaningful information, it is crucial to select organizations that have/had experience with the target. They can be cooperatives, mutuals, associations, foundations, and social enterprises among other forms that can be specific to each country. You can involve organizations that provide: hospitality (also) to migrants, social services and support, training and courses, workshops, job placement and integration, skills and competence assessment and more.
For their selection, you can follow the same steps mentioned in the previous paragraph, concerning the focus group.

3.1.4 Staff of public employment services

The choice of which offices/services to include varies greatly depending on the context. The first step is to identify how many of them are present in your area. If there are more than five (the expected number of interviews), we recommend selecting different types of contacts, diversifying by field of intervention (all of them are employment services, but they might differ), by area, etc. In addition, we encourage you to give priority to those who have direct experience with the target.

3.2 Data Collection Methods: *Focus group*

3.2.1 What is it?

A focus group brings together a small group of people to answer questions in a moderated setting. Focus groups can reveal a wealth of detailed information and deep insights. When well-executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. The point of a focus group is not just to confirm information you think is true, but also to uncover what you don't know.

According to our experience, there should be two moderators: a notetaker and a moderator/facilitator who asks questions. We strongly recommend that duties are decided in advance.

3.2.2 How to present the activity

It is very important to take a few minutes at the beginning of the meeting (focus group or interview).

You should:

- Introduce yourself, your role/tasks.

- Clarify the purpose of the interview.

- Take time to make sure everybody understands the information.

- Inform the participants that everybody can at any time stop the interview or skip one or more questions if feeling uncomfortable.

- Define the "ground rules": one person speaks at a time, raising hands.

- Ask for permission to record (informed consent) - you might decide to ask in advance. Recording will help you later on, but you should clarify the purpose of the recording. You might say: "We're recording what is said because we don't want to miss any comments."

- Are you anxious or worried? Share your feelings, look human and professional, the group will help you!

3.2.3 Where and when

- Small and safe group setting: avoid public spaces, bars/clubs.

- Duration: 45–90 minutes, but some can last longer.

3.2.4 How

- Establish ground rules that support and encourage participation (participate actively, speak one at a time, treat everyone's ideas with respect–don't criticize, minimize side conversations, keep focused on the topic or question).

- Opening statements by the facilitator may include the following: "There are no right or wrong answers but rather different points of view.", "Please share your point of view even if it differs from what others have said.", "We are just as interested in negative comments as positive ones."

- Confidentiality is very important, make it clear. You might say: "In our later reports no names will be attached to comments." "Please be assured of complete confidentiality."

- Establish duration, you might say: "Today's session will last about an hour and a half.".

- Sit in a circle: everybody must see all members.

- Consider starting out with an icebreaker, aimed to encourage participants to relax and settle into the space a bit. Introductions are important because they help people feel comfortable around each other.

- Try to keep response times equal between participants. A focus group can quickly turn into an interview if one or two of the most talkative members lead the discussion. Seek equal representation from the group.

- Allow the conversation to happen naturally and use an agenda as a guide rather than a point-by-point checklist of topics to cover.

- Appoint a notetaker.

- According to our project, you should select 10 participants.

3.2.5 Possible difficulties

- Some people are missing: It is likely that somebody won't show up. Do not cancel the meeting unless the participants ask you to postpone it.

- Somebody is late: monochromatic or polychromatic time[1] may differ from country to country? 10 minutes is normally fine, after that, you should start. When the person arrives, ask the help of the group to summarize the findings reached so far.

- Somebody is not speaking. Can you understand the reason? Some suggestions: language barriers, women/men roles, power conflicts. You can ask direct questions to the less talkative members to encourage them to participate or direct questions to participants by name. You can try to address a question that you know can "touch" this person, you can ask one by one, according to the sitting order – this action forces everybody to speak.

- Somebody is speaking "a lot/too much" (talkative member). Invite everyone to respect the "rules for speaking" and "rules of engagement". Do not be rude, but act to protect others and your objectives. Others can easily get bored, and the focus group can be very poor in content in this case.

3.3 Data Collection Methods: *Interview*

3.3.1 What is it?

An interview is a qualitative research technique that involves asking open-ended questions to converse with respondents and collect data about a subject. We will use two different typologies: semi-structured (with target group) and in-depth (with VETs).

3.3.2 Semi-structured

A semi-structured interview is a type of interview in which the interviewer asks a few predetermined questions while the rest of the questions are not planned in advance. Semi-structured interviews offer a considerable amount of leeway to the researcher to probe the respondents along with maintaining a basic interview structure. Even if it is a guided conversation between researchers and interviewees, appreciable flexibility is offered to the researchers. Questions of semi-structured interviews are prepared before the scheduled interview.

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[1] Monochronic and Polychronic Time. In The International Encyclopedia of Intercultural Communication, Y.Y. Kim (Ed.). https://doi.org/10.1002/9781118783665.ieicc0110

3.3.3 In-depth

In-depth interviews is a qualitative data collection method that allows for the collection of a large amount of information about the behaviours, attitudes and perceptions of the interviewees. During in-depth interviews, researchers and participants have the freedom to explore additional points and change the direction of the process when necessary. It is a method that can adopt multiple strategies according to the needs of the research. The researcher defines some areas of interest, without predefined questions, and will decide to follow/change the topics during the interview.

In both cases (semi-structured and in-depth), a general consideration: a research interview is not a job interview. You are not looking for an employer, you are not preparing the personal plan of a single person. You are gathering information about a topic thanks to the personal experience of a person!

3.3.4 Where and when

- Duration: consider at least one hour
- If a participant would like the questions in advance, it is fine to share them prior to the interview.

3.4 TIPS, valid for interview and focus group

- Respect the interviewees/participants and yourself. Do not force anybody to speak if you feel that the person is uncomfortable.
- Start with a neutral question to facilitate the free flow of information.
- Use open-ended questions so that the respondent can choose how to answer
- Reduce questions that give responses of `yes' or `no', because they give limited information
- Ask questions confidently and let the interviewees feel comfortable so that they too are confident and can answer difficult questions with ease.
- Observe and make notes on the interviewee's body expressions and gestures.
- Do not influence the respondent.
- Do not assume answers.
- Do not pass judgments. Treat everyone's ideas with respect–don't criticize
- Refrain from reacting to responses, and be aware of your own body language.

3.5 Data Collection Methods: *Survey*

3.5.1 What is it?

A survey is a research method used for collecting data (various tools and methods are available) from a group of respondents (that can be predefined) to gain information and insights into topics of interest.

An online survey is a set of structured questions that the respondent completes over the internet (generally by filling out a form). The data is collected and stored in a database, which is later evaluated. The respondent can choose when to complete the survey. In our case we will set a deadline for filling out the form.

3.5.2 How

- Create the group of respondents: It is very important to define the group of respondents and collect their email contacts. Respondents prefer receiving the survey over email as they can choose a suitable time and place to answer, according to their convenience. Partners involved (IH Network, Irecoop, CISE) will select at least 20 entities (social economy organizations) in the country they are working in (5 countries in total).

- Euricse defines the survey, using the most adequate tool (Lime Survey).

- The survey questions are translated by the partners involved.

- Partners involved present and send the survey to respondents: once you have defined the sample, you can forward the survey with a letter of presentation.

3.6 Be aware

3.6.1 Your feelings and opinions

It is important to maintain ethics throughout the process. You can be empathetic, sympathize in order to make the person feel comfortable but: avoid expressing your personal opinions so as to not influence the interviewees, no judging, no comments on other persons, do not argue.

3.6.2 Online activities

We have gotten used to online activities, and it might happen that you have to do some interviews online. Online sessions are convenient, as participants can join from home, but they can also weaken the connection between the interviewer and interviewee.
If you organize an online meeting:
- o   make sure to use adequate tools (Zoom, Meet…);

- o   be aware and consider in advance possible limits (mobile devices, internet connection, noise);

- o   make sure you are in a noise-free environment that minimizes distractions and interruptions to your participants.

What about hybrid activities? (focus group only)
It can work, but it requires a lot of effort. If you plan to do a focus group with some people in presence and some online, you need to do some extra work to ensure effective and active participation. You need:

- o   help - ask a colleague to join you. He/she can take care of online participants while you are facilitating;

- o very good tech support: you can install a camera and/or a pc on the table and make sure that everybody sees it;

- o define the rules for speaking (i.e. those attending online can raise their hand on the chat and your colleague, responsible for participation, can signal it).

3.6.3 Translator/Mediator

In case you are considering asking for help, take into account that:

- o Translation is not mediation2. Both are fine, make sure to be aware of what you need.

- o A third person can change the dynamics of the interview.

- o Can be useful to ask in advance if she/he wants this external helper

- o Be aware of power relationships: Women/men (same-gender can help), caste

- o Be aware of external links between the two (same community - they might know each other already).

3.7 Some important issues regarding TCN women

3.7.1 Intersectionality in a nutshell

The concept of intersectionality was coined by Kimberlé Crenshaw to describe the crisscrossing oppressions experienced by African American women. Using her own words, it is the way people's social identities can overlap and interact, "basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other" (Steinmetz, 2020). In short, intersectionality can be defined as an approach that considers how multiple social identities (e.g., gender, class, ethnicity, economic status) often work together and influence each other, shaping individuals' experience in the social environment.

How to put intersectionality into practice:

- ● follow the suggestion by Prof. Mari Matsuda: "ask the other question". For example: "When I see something that looks racist, I ask 'Where is the patriarchy in this?' When I see something that looks sexist, I ask 'Where is the hetero-sexism in this?'"[3] ;
- ● remember that using an intersectional lens is not a simple operation of "adding up categories", rather the combination between them;
- ● consider the simultaneous interaction among two or more dimensions of oppression and/or privilege;

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[2] Valero-Garcés, C. (2005). Mediation as translation or translation as mediation? Widening the translator's role in a new multicultural society. www.translationdirectory.com/article324.
[3] Matsuda MJ. (1991) Beside my sister, facing the enemy: Legal theory out of coalition. Stanford Law Review 43: 1183-1192.

- try to understand the interplay among individuals' identities at the micro level (social position, marginalisation) and the consequences at the macro level (e.g in institutional practices);
- don't forget that there are many more categories of difference beyond race/class/gender, e.g education level, religious belief, economic status, dis/ability, cultural background.

3.7.2 Illegal employment, unreported employment, illegal gangmaster system and social dumping

In all member states, with significant differences from country to country, situations of violation of workers' rights are reported. For further detail: Illegal employment of third-country nationals in the European Union

This issue is very sensitive and should be considered given the topics of the project.

Some definitions:

- Illegal employment means an economic activity carried out in violation of provisions set by legislation, a further definition regarding TCNs define it as employment contravening migration and/or labour law - is a source of concern in the EU for economic, migration-related and social and fundamental rights reasons. It is also linked to trafficking in human beings for labour exploitation. Agriculture, construction, manufacturing, hospitality and food services are the sectors in which the illegal employment of TCNs is most prevalent. The types of businesses considered at high risk of illegal employment are in the labour-intensive and low-skilled sectors, particularly those with a high turnover of staff and low wages.
- Gangmaster (or occasionally 'ganger') is a person that oversees and organizes the work of casual manual labourers, often on an informal basis. Illegal gangmasters are criminal recruiters who control and exploit workers. This criminal system involves various sectors (transport, construction, logistics and care services), but it is particularly strong in the agricultural field, characterised by a prevalence of short-term and seasonal jobs.
- The EMN Glossary on migration defines Social dumping as "the practice whereby workers are given pay and /or working conditions which are sub-standard compared to those specified by law or collective agreements".

In the management of the focus group and interviews, the theme can be dealt with, managing the questions in the most coherent way in relation to the relationship that one has with them and with respect to the climate that has been created. Particularly in interviews with the target group, it may be useful to mention the phenomenon, demonstrating that you are aware of its existence, but without asking direct questions such as "Have you ever worked without a contract?". Better to wait for the person to mention her experience!

3.7.3 Trafficking and smuggling

This topic may have important repercussions for the people this project addresses. This issue is very sensitive and should be considered given the topics of the project. We invite you to take this into consideration during the interviews and focus groups.

We also invite you to have a look at the latest "Data collection on trafficking in human beings in EU"

Definition (UNICRI): Trafficking in persons and smuggling of migrants are serious crimes entailing multiple violations of human rights. Trafficking in persons is the deliberate exploitation of human beings and is considered as modern slavery, taking the form of forced labour, sexual exploitation, forced marriage, prostitution, forced begging, sale of organs, bonded labour or debt bondage and the unlawful recruitment and use of child soldiers. (…) Women, children and vulnerable people are especially exposed to traffickers, who mainly prey on the weaker members of societies, including economic and climate migrants, and asylum seekers.

4. Conducting interviews, focus groups and survey

4.1 Notes

When investigating barriers and challenges to entering the labour market and training, we focus on cultural, individual and institutional explanatory factors.

Intersectionality and multiple discriminations shape the everyday life of the target. Any time you address a barrier/limit/problem, keep it in mind and try to understand the boundaries and how they merge, take into account the influence of being a woman/migrant/refugee/young/mother.

4.2 Focus group

Participants: grassroots migrant and refugee associations and CSOs working with refugees.

Aim: To understand the needs and challenges faced by the women in relation to accessing a) vocational training opportunities and b) the labour market

The following phases reflect the main topics to cover. They may be discussed in an order other than the one presented here.

Topic	Questions	Note
Phase 1 - Intro	- Welcome and thank the group for participating - Ask permission to record (start recording) - You might start by asking "Do you mind if I address you by your first name?" - Introduce yourself (and other colleagues who may be present) and have the participants introduce themselves (name, organization, working area). You might use an icebreaker. - Brief presentation of the research (EU project, goals) - Remind participants of the purpose of the meeting, ground rules and duration	Register: formal or informal? It depends on the situation and the relationship you have with the participants. But keep the same register for everybody - do not address some by an honorific (Mr., Ms., Mrs., Dr.) and some by their first name.
Phase 2 – Experience Define the experience/role of each organization	What does your organization do in the city/this area? Try to focus on activities linked with the target group and go deeper!	1. In case of important reforms/changes in law/social setting of the country in recent years, in this phase, you can also briefly summarize their main effects. Be careful: you don't want to collect opinions

and knowledge of the target	- How/what kind of contact/relationship do you have with the target group? - Have there been any changes over the last 5 years regarding the target group addressed by your organisation? - Can you describe the social networks and interpersonal contacts of the women (target)? - Discriminations faced by the target groups? - Any other information you want to share about the target.	on the change (or not only): you should try to investigate the effects of changes on people and women and how they affect their daily life. 2. Do not use the word "target", it could sound slightly impolite 3. If you know each organization well, this phase can be quite short.
Phase 3 - Labour market	- Through which channels do migrant women access the labour market (e.g. formal, informal…etc.)? And men? Is there an evolution/change you have noticed over the past years or differences with natives and/or men? - What about the level of agency of the target group/ how do women become able to develop individual agencies and find their own way into employment? - How, according to your experience, do women themselves perceive their agency? What strategies do they employ in transferring individual capital to the new host country (experience and skills)? - What are the main difficulties faced by TCN women in entering the labour market? - How is the agency of the target group enabled and/or constrained by structural factors (examples) at country/regional level? - Have you noticed any relevant changes (in terms of unemployment rate/areas of employment/ contract type…) due to Covid19? - Through which strategies can a successful inclusion in the labour market be facilitated so as to avoid falling into the common pattern of aid-dependency and deskilling?	1. Agency describes the potential to act and decide freely - people's "double capacity to be reflexive about their situation […] and to act upon it 'to make a difference'" (Zanoni & Janssens, 2007) 2. We can mention the general difficulties (economic crisis, Covid-19…) but try mainly to focus on difficulties linked with the target group.

Phase 4 – Training	- Do you know what vocational training is? - Do you think that the target group is interested in it and finds it useful? If not, why? - Have you experienced any changes to training attendance rates due to Covid19?	
Phase 5 - The net Define if there is already a network of organizations in the territory, how it is organized and who is participating	- Are you in touch/do you know the organizations present at this table? - Is there a network? Do you join any networks? - How is the target group involved in this network? - How is the structure of the network (How many realities/what is its aim? What kind of activities do you do?) - Is it a formal or informal network? - If formal: how is it organized, how often do you meet?	You might speak about this topic right after the introduction if many people know already each other
Phase 6 – Good practices	Can you mention or list good/successful programs/practices/experiences/work integration pathways.	
Phase 7 - Conclusion	- Briefly summarize the main findings - Briefly illustrate the next steps of the research and promise to keep everybody updated; - Ask for final comments	1.Someone could ask the contacts of the participants (for future collaboration). This is not the main purpose, but if all agree you can share the contacts

4.3 Semi-structured interview (TCN women)

In the collection of the sample, you have included people that are already "settled" (they have a job, a personal balance, and economic stability) and people that are still looking for a job. Be aware of this distinction when you ask questions and adjust the structure of the interview accordingly.

Topic	Questions	Note
Phase 1 - Intro	- Thank the person for the time and availability - Ask permission to record (start recording) - You might start by asking "Do you mind if I address you by your first name?" - Introduce yourself and the research (EU project, goals) - Ask for a brief presentation (name, age, origin, how long have you been living here? countries you lived before?)	
Phase 2 – Pre-arrival	- Habits/experience in the country of origin - education (how many years, field of study) - work (yes/no, regular/occasionally, what kind of job and how did you find it?) - were women allowed to study and work (and in specific fields) in countries of origin? - family structure and organization (duties? external help?) - urban area/rural area?	1. We are NOT asking the reason for leaving but the previous work and life experiences. 2. Education: years and subjects in Arabic school differ considerably. Make sure to define the typology of the school attended (e.g. Formal certified education/ koranic school/informal education (lifelong learning) 3. At this point, you could already investigate the role of women in the society of origin and how it affects the life of the interviewee today, or wait to question it later on.

| Phase 3 - Current Life | Daily life Family structure, organization, and needs (single/married? Do you have children? Who takes care of them? Do you have a daily routine)? Access to services What kind of services do you know/need? (post office, hospital, schools…)? Do you go there alone? If you need help in accessing services, why? Who can help you? Are you in contact with the school?(Are you in touch with the teacher/do you attend school meetings?) What about health care centres? Transport knowledge of the territory and transportation options (how do you go there if you need to?/Do you know the cost of a single ticket? Do you use buses/trains?) Network(s) and social capital (bridging and bonding) contact with the community of origin (yes/no, is it important? Is it a limit?) contact with other communities/networks contact with natives (are they volunteers? Friends?) interpersonal contacts and social networks are important? Are social networks supportive? contact person in the territory (it can be easier to ask "if you have a problem, who do you ask for help?") Covid 19 Any change, due to Covid 19, related to your needs/daily life? | 1. Practical examples linked to the area are very useful (for example, use names of squares/famous places to verify the capacity to reach them)

2. Bridging and bonding social capital are different! Bridging social capital describes contacts to people outside of the social milieu or ethnic group who can provide access to a new social network located in a different sphere of society. Bonding social capital, on the other hand, refers to contacts to people inside one's own social group |
| Phase 3 - **Role of the family and community** | Individual independence and freedom of activities. Fixed gender roles | 1. This is a very delicate topic, it is very useful to trace the power relationship present in the family (role of the |

		husband, expectation, tradition) Regardless of men's opinions, women can be critical about changes in gender roles as well. 2. Societal expectations could hinder women from practising their desired professions.
Phase 4 - **Values**	• Labour is a way to reach social acceptability? • Can an appearance that deviates from the local customs constitute a block? (i.e. headscarves)	The aim is to trace if and how values can be related to or affect labour. Try to keep the focus.
Phase 5a – Labour market (She found a job/speaks about her experience in the past)	• Occupation o How did you find it? (**very important question- see note 2**). How long did it take to find the job? How many interviews did you do? o What skills do you use? o Did you go through a selection process? o Are you overqualified? Does your educational level match the job? • Economic sectors/fields of activity you consider appropriate and consistent with your education/background • Labour market: where can you find a job in the city/area? Is there a distinction between natives and migrants? Migrant women/men? • What about discrimination(s)? Any personal experience? • Any difficulties in keeping jobs? • What difficulties have you encountered and how have you overcome them? • What are the three most important characteristics that a job offer should have to be suitable for you? (A certain payment, flexibility, distance from your house…)	1.Understanding the strategies of women who have been successful may generate important insights 2.Try to be very precise: define who/where/how. 3. Even if the women has a job, she might need/want a different one. Make sure to ask it.

	● What is your role towards other newly employed? persons?	
Phase 5B – Labour market (She is looking for a job)	● Types of economic sector/field of activity you consider appropriate for you ● **Where and how are you looking for a job? (very important question)** ● **Who is helping you? (very important question)** ● **What kind of help do you need from …. (the state/social services/VETs/)** ● How do you prepare for a job interview?	1.Pay particular attention to expectations that the women can have speaking with you 2. Try to be very precise: define who/where/how (and if) she is looking for a job, and the role of the community/institutions/social services
Phase 6 - Competencies and skills	● Language(s) and social opportunities to practice ● Digital skills (use concrete examples: do you have a laptop? Mobile phone? How do you do international calls? Have you ever used a laptop? Do you have an email address and how often do you check the inbox? ● How did you improve the competencies/skills you were not doing so well in? ● What skills would you like to improve? ● What are the most wanted skills in your current workplace?	Pay attention to this topic and take note during the whole interview, most of the competencies will show up
Phase 7 - Training	● Meaning of "training": is it clear? ● Have you ever done one? Was it useful? ● How did you choose it? ● Limits in participation? (Ideas: timetable? Topics?) ● If you left the training before it was completed, why? ● What are in your opinion the most important characteristics of a training? ● Certifications are useful? Do you have any?	Pay attention: if the provider of the training is your organization, make clear that critiques are welcome
Phase 8 – Expectations and hopes	● How do you see yourself in ten years' time? ● Urgency of economic income (immediately, in perspective ect)	RISKY topic – pay attention – deal with expectation
Phase 4 - Conclusion	● Briefly summarize the main findings	

● Briefly illustrate the next steps of the research and how this interview can help this process	

4.4 Focus group (VETs)

Participant: VET providers offering training programmes related to social economy and entrepreneurship

Aim: a) identifying the current level of cooperation with public employment services (PES) and CSOs to identify suitable migrants and refugee trainees and understand their multi-dimensional needs with a focus on educational level and potential, and b) the level of cooperation with potential employers with a focus on social economy enterprises to exchange information about the labour market skills needs and design targeted courses.

Topic	Questions	Note
Phase 1 – Intro	● Welcome and thank the group for coming ● Ask permission to record (start recording) ● You might start asking "Do you mind if I address you by your first name?" ● Introduce yourself (and other colleagues who may be present) and have the participants introduce themselves (name, organization, working area). You might use an icebreaker. ● Brief presentation of the research (EU project, goals) ● Remind participants of the purpose of the meeting, ground rules and duration	Register: formal or informal? It depends on the situation and the relationship you have with the participants. But keep the same register for everybody - do not address some by an honorific (Mr., Ms., Mrs., Dr.) and some by their first name.
Phase 2 - Experience Define the experience/role of each VETs and knowledge of the target	● What is your legal form? Are you a public/privately owned entity? ● What kind of training do you run/topic covered? ● The target group of the training ● Participation in projects on empowerment or other projects (European, national or other) ● Number of migrant women involved in the training ● Is there a problem of overqualification of the target group in the labour market? ● Level of agency of the target/ how they become able to develop individual agencies	

	and hence find their way into employment in a new culture and society. ● How is it possible to facilitate the process of gathering the prerequisites and foundations for developing individual agency during socioeconomic integration? ● Any change due to Covid19, related to attendance of training? ● Is the PES involved in the labour market integration of asylum seekers, refugees, third-country nationals (TCN) ● Do asylum seekers, refugees and TCN have access to hiring subsidies, Start-up (self-employment) support, On-the-job training, other labour market integration support? ● How are the skills of recipients mapped? Through which tools/strategies (e.g. balance of competence?). Are informal skills considered? Or do you only focus on "certified" skills? ● Is there a systematic mentorship scheme in place for asylum seekers, refugees and TCN? ● Certifications are useful? ● Do you have gender specific programs? ● Does the support differ according to the skill level of the target group?	
Phase 3 - Network	● Network with other entities/providers (yes/no, network meetings between services?) ● What are the difficulties in networking? ● Formalized or non-formalized communication between entities? ● Do you have a database? Shared with whom? ● Network with employers (existence, features)?	
Phase 4 – Labour market	● What are the most wanted skills in today's workplace?	
Phase 5 - Conclusion	● Briefly summarize the main findings ● Briefly illustrate the next steps of the research and promise to keep everybody updated;	Someone could ask for the contacts of the participants (for future collaboration). This is not the main purpose, but if

	● Ask for final comments	all agree you can share the contacts

4.5 In-depth interview

Participant: key staff of public employment services

Aim: identify the current level of cooperation a) among public employment services, VET providers and employers in mapping the labour market needs to consult accordingly young migrant and refugee women looking for employment, b) with CSOs in understanding the multi-dimensional needs of TCN women (incl. refugee women) and provide targeted support, and c) with public stakeholders in other policy areas, such as housing, social services following a whole-of-government approach.

Topic	Questions	Note
Phase 1 - Intro	● Welcome and thank participant for the availability ● Ask permission to record (start recording) ● You might start by asking "Do you mind if I address you by your first name?" ● Introduce yourself (and other colleagues who may be present) ● Brief presentation of the research (EU project, goals)	
Phase 2 - Service offered	● Services offered (access mode, presence of individualized project) ● Typology of job/training offered (internship, preferential channels, …) ● How do you determine the needs of the society and of the single person? (interviews, dataset…)	
Phase 3 - Target knowledge	● Experience in the field of migration/work ● Training on intercultural issues	
Phase 4 - Job market	● What challenges do immigrants face when looking for a job? ● Why do skilled immigrants struggle in the labour market? And women? ● What are the concrete obstacles/challenges faced by refugees in successfully integrating into the labour market? ● Are benefits (cash/services…) received by refugees, by asylum seekers and TCN,	

	conditional on job search requirements/activation? ● Does the support provided by public employment offices differ according to specific factors (e.g. socio-demographic characteristics, family circumstances, host country language skills etc)? ● Does the support differ according to the skill level of the target group? ● Are there any public programmes/policies (national, regional, municipal) aiming to remove the obstacles faced specifically by refugees/asylum seekers/migrants when entering the labour market? ● Are there private enterprises (Work integration Social Enterprises – WISEs) specialized in facilitating the work integration of asylum seekers/refugees/migrants? ● To what extent are private for profit enterprises eager to employ migrants/refugees/asylum seekers? ● Do you think there is a relevant share of migrant workers who work irregularly without having a regular contract in this territory?	
Phase 5 – Network with other services and employers	● Is there another agency dealing with the labour market integration of migrants? ● connection with local employers ● Network with other sectors/departments ● To what extent is the labour market integration of refugees well-coordinated within the country? Do employment agencies and asylum authorities collaborate? ● Do you think employment services allow for a satisfactory matching of the labour	

	demand (from enterprises) with supply (of migrant workers)?	
Phase 6 - Barriers/difficulties/limits of intervention	● difficulties with the target ● general difficulties (lack of resources…)	If possible, identify "reachable issues"
Phase 7 - Good practices	Can you mention or list good/successful programs/practices/experiences? These could include public measures, programs, private initiatives, etc.	Ask also the reason why ideas/solutions are not applicable yet
Phase 8 – Conclusion and final comments	Briefly summarize the main findings Briefly illustrate the next steps of the research and promise to keep updated; Ask for final comments	

4.6 Survey

Aim: 1. Assess the needs, challenges, cultural barriers, and benefits of social economy organizations in partner countries related to the integration of young TCN women in their work environment, including skills required by the local employers, 2. identify the current level of cooperation of social economy organizations with VET providers in the field and public employment services, with the aim to find personnel with suitable skills and/or co-develop programs targeted to the labour market needs.

Participants: 100 social economy organizations

In this action, Euricse will create the content of the survey.

Steps:

1. IH Network, Irecoop, CISE provide a list of contacts (at least 20 social economy organizations in each of the 5 implementation countries)
2. Euricse defines the survey
3. IH Network, Irecoop, CISE translate the questions
4. Euricse shares with IH Network, Irecoop, CISE the tool and a sample of the letter you can use to forward the survey.
5. IH Network, Irecoop, CISE forward the survey to the contacts.

5. Analysis

5.1 Interviews and focus groups

The data analysis is carried out under the supervision of EURICSE, with the collaboration of all the partners. To deliver an higher quality research we kindly ask to share with us the material gathered (as listed below) and essential information on how people were selected. This information can be helpful in identifying possible bias in the analysis. To ensure the best results and to optimize the work, we propose the following steps.

5.1.1 Interviews

1. Once the interviews have been done, you can proceed with the transcription of the material and further translation into English. It is not necessary to have a complete transcription, but we recommend to exclude only interruptions that are not strictly necessary. Even minor topics, interrupstions and silences can be meaningful to understand the context. Please, make sure to mention the reference number of the interview (Nr.1, nr.2 …) according to the list you filled up (Annex 1).

2. Notes taken during the interview should also be translated into English, as they often capture very important elements.

3. Each partner performs a preliminary analysis on interview transcriptions, that consists of reporting the main topics that have been covered. Topics can be summarized through tags.

We provide here a list, feel free to add more.

Target:

- undeclared/illegal work;
- influence of gender stereotypes;
- influence of (add);
- family needs/caring;
- cultural barriers;
- religious barriers;
- (*add*) barriers;
- lack of facilities;
- lack of transportation;
- lack of technical knowledge;
- lack of (*add);*
- family power dynamics;
- strong networks;
- weak networks;
- ....

VETs:

- Strong cooperation with CSOs;
- Weak/no cooperation with CSOs;
- Cultural barriers;

- (*add*) barriers;
- influence of (*add*);
- lack of facilities;
- lack of technical knowledge;
- lack of (add);

- net of VETs already settled;
- no net of VETs
- .....

These keywords are inserted at the beginning of the transcript.

Example:

Interview nr.1 Tags: "Family needs, lack of economic support, ..."

4. Please fill out the chart provided (Annex 1).

5. All materials (note on the selection process, transcripts of notes, recordings, transcription of the interview) must be saved in the relevant shared folders.

6. Do not delete the recordings! If possible, keep them in a safe place.

5.1.2 Focus groups

1. Once the focus groups have been done, you can proceed with the transcription of the material and further translation into English. It is not necessary to have a complete transcription, but we recommend to exclude only interruptions that are not strictly necessary. Even minor topics, interrupstions and silences can be meaningful to understand the context.

2. Notes taken during the focus group should also be translated into English, as they often capture very important elements.

3. Each partner performs a preliminary analysis on transcriptions, that consists of reporting the main topics that have been covered. Topics can be summarized through tags. (see list above).

4. Please fill out the dedicated chart provided (Annex 2).

5. All materials (note on the selection process, transcripts of notes, transcription of the focus group, recording) must be saved in the relevant shared folders.

5.2 Survey

EURICSE will collect and share the results of the survey with the partners involved, who will translate them into English. The analysis of the results will be then carried out by Euricse..

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6.1.1 Useful links

Center for the Promotion of Health in the New England Workplace. Tips for Facilitating Focus Groups https://www.uml.edu/docs/fg%20tips%20sheet_rk_tcm18-167588.pdf

Council of Europe. Linguistic and Cultural Mediation https://www.coe.int/en/web/lang-migrants/linguistic-and-cultural-mediation

Translate vs Mediate - What's the difference? https://wikidiff.com/translate/mediate#:~:text=As%20verbs%20the%20difference%20between,a%20settlement%2C%20between%20conflicting%20parties.

Interviewing for Research http://sectorsource.ca/sites/default/files/resources/files/tipsheet6_interviewing_for_research_en_0.pdf

Social Economy Europe https://www.socialeconomy.eu.org/

Trafficking along Migration Routes to Europe Bridging the Gap between Migration, Asylum and Anti-Trafficking https://www.icmpd.org/file/download/48387/file/Trafficking0along0Migration0Routes0to0Europe_0Bridging0the0Gap0between0MigrationC0Asylum0and0Anti-Trafficking06full0study60EN.pdf

Summary of CEDAW General recommendation No. 38 (2020) on trafficking in women and girls in the context of global migration https://www.migrantwomennetwork.org/wp-content/uploads/CEDAWGR38Summary_ENG.pdf

Annex 1

Action A.2.1.

Organization:

Country:

Contact person:

Nr.	Initials (Name, Surname)	Date	Nationality	Arrival (year)	Occupation (yes/no)	Residence status/permit	Recording (yes/no)	Interviewer (Name)	Note
1.									
2.									
3.									
4.									
….									

Annex 2

Action A.2.2.

Organization:
Country:
Date:
Duration:
Place (address):
Facilitator(s):
Recording (yes/no):

Nr.	Name and Surname	Organization	Role	Note
1.				
2.				
3.				
..				