

Trondheim, Trøndelag County, Norway

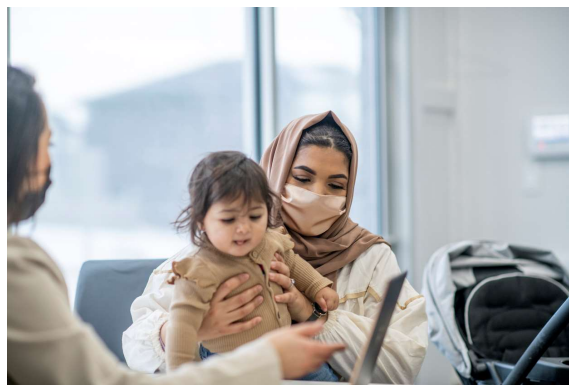


**“I can’t... I am just...
nothing”**

Keyword(s):

Migration and Integration

Disadvantaged Groups of Learners



Introduction

The project addresses life mastering skills for women with little or no formal competence - to strengthen their own strengths, and focus on resources to increase opportunities for work or education and integration.

Main challenge

Many immigrant women often report a need for assistance regarding work, education and lack of networks. Today's labor market and social life require huge demands on competence such as formal education, diplomas, higher language skills and digital and technological knowhow.

Timing

Many of the migrant women with little or no formal education were without any public support in terms of networks, knowledge of Norwegian working life and women who "fell between two chairs" (no rights to social support as they were supported by their spouses).



Objective

Objectives of the project are: Increased participation in working life, higher education including diplomas to increase the participants' network, make the resources of the participants visible rather than limitations to the potential employers.

Target group

Immigrant women living at home without their own income (supported by a partner /husband).

Geographical range

Immigrant women in Trondheim municipality, which is Norway's 3rd largest city.

Stakeholders and partners

- NAV- Norwegian Welfare and Employment
- Sør-Trøndelag County
- Trondheim Adult Education Center
- Dialog Center for immigrants
- Public educational institutes
- Community Health Centers
- Voluntary Organizations

Collaboration has developed through outreach activities.

Strategy / materials

The project is tailored to women at home without their own income and that do not receive social benefits. Men who come to Norway usually come due to work, while women come under family reunification often are dependent on their spouses economically. Therefore, only women are included in the program.

The project's strategy includes internship agreements with companies, work-related Norwegian language training in classrooms, and Norwegian training in workplaces. A main element is an individually adapted education program for each participant, with the challenges that this has. A success factor is a good matching between participant and internship.

As communication material, posters, brochures, information in writing (multilingual), and Facebook was used.

Resources

State finance.

Compliance with Sustainable Development Goals (SDG)

The project complies with:

SDG 4: Quality Education, SDG 5: Gender Equality SDG 10: Reduced Inequality, SDG 11: Sustainable Cities and Communities.

It provides good education and help with education in the form of Norwegian courses, primary school, upper secondary, higher education, with information and contact with educational institutions.

Innovation(s)

A main innovation is an individually tailored activity plan for each individual participant.

This guarantees:

- Good matching: the right internship candidate in the right place (at the right time)
- Good and comprehensive follow-up.

Evaluation

The project is evaluated regularly and documented yearly.

Stakeholders involved in this process?

- They have access to the report.

Success parameters

A specially prepared tool within mapping and work-related forms.

Impact

By helping more immigrant women to develop formal skills and get them into work, women will probably increase their quality of life, their role model for their children, better self-esteem, increase understanding, commitment and participation in society.

Impediments

Challenges are the language and the level of education, a small network, low or no IT skills, cultural differences, honor culture, traditional gender role.

These challenges are overcome through dialog/conversation, collaboration with different actors, information, and the courses.

Replicability

General methods, strategies and values can be transferred and adapted to other cities, towns and countries.

To adapt/replicate such a strategy the following aspects are important:

- to listen to the participant's opinion. The participants should not be forced into activities, practice or work for which they are not motivated.
- regional differences must be taken into account when adapting the strategy and methods.
- be aware of cultural differences
- respect for different cultures, and work together to adapt

Moreover, it is important that the program is open to adaptations, where participants are in different phases and have different challenges related to this.

Concluding remarks

Proper matching and good follow-up have a great effect on women's participation in working life and education, and as citizens with increased commitment, confidence in systems and increased belief in their own abilities and self-confidence.

Website/Social Media profile(s) of the initiative

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