2024, VOL. 22, N. 45, pp. 22 - 32 ISSN 2279-9001

Lifelong Lifewide Learning

CONTRIBUTO TEORICO

Migrant Women between Professional (Non)Recognition and Personal Fulfilment.

Le donne migranti tra (non)riconoscimento professionale e realizzazione personale.

Zoran Lapov, University of Florence.

ABSTRACT ITALIANO

Il presente lavoro si propone di fornire un contributo allo studio delle migrazioni al femminile e delle condizioni delle donne migranti che, giunte alla destinazione con un proprio bagaglio formativo e professionale, sono inevitabilmente tenute a scontrarsi con l'impossibilità di far riconoscere in Italia (e nell'UE) i propri titoli e qualifiche maturate nei contesti d'origine: muovendo da queste premesse, le società d'arrivo – definite dai propri sistemi di accoglienza, dalle legislazioni nazionali e dalle direttive UE – fanno da sfondo a questo articolo, laddove le protagoniste sono donne migranti, munite ora di esperienze lavorative, ora di titoli e qualifiche professionali e senz'altro di storie di vita.

ENGLISH ABSTRACT

This work aims to contribute to the study of female migrations and the conditions of migrant women who, once arrived at their destination with their own educational and professional past, are inevitably faced with the impossibility of getting their qualifications gained in their native contexts recognised in Italy (and EU): within this framework, the receiving societies – defined by their reception systems, national legislations and EU directives – form the backdrop of this article, whereas the protagonists are migrant women, equipped now with work experience, now with professional qualifications, and certainly with their life stories.

Introduction

This study is the result of multi-year qualitative research that is concerned with the sociocultural inclusion and socioeconomic integration of immigrant populations in Italy. In more detail, hinged on the gender perspective and intersectional approach, the following analysis draws attention to the female segments of immigrant communities. Thereby, the reflection proposed here explores the migration experiences and sociocultural and socioeconomic inclusion paths of migrant women in Italy, as well as the perceptions and feelings surrounding their lives in emigration, with specific reference to their both professional and personal recognition and self-fulfilment.

Thus, it is about migrant women and the impossibility of having their educational and professional qualifications recognised in Italy and the EU. The question is: how does this phenomenon impact their professional and personal life? What are their prospects, possible ways, opportunities, and strategies in a world which does not allow them to be professionally recognised?

Autore per la Corrispondenza: Zoran Lapov, Researcher (RTD A) in General and Social Pedagogy, University of Florence. E-mail: zoran.lapov@unifi.it

Put differently, emphasis is placed on what migrant women, whose qualifications are not recognisable in the EU, do in terms of using and investing their educational and professional skills. Built on tangible experiences, the analysis concludes with some closing reflections and remarks on what should be done to foster and enhance professional recognition, sociocultural and economic inclusion, as well as personal fulfilment of migrant women in Italy, and so in other EU countries.

Methodology

In addition to the review of relevant literature and other scientific sources, this research is primarily based on fieldwork that has produced a *qualitative empirical study* (LeCompte *et al*., 1992; Mantovani, 1998), of which the contents proposed here represent only a part of the broader findings. The main research methodology employed here is that of the *case study* (Yin, 1984; Stake, 1995), which – by means of constant field observation and the resulting field notes, collected over the years and then combined with structured interviews and spontaneous conversations – has yielded a string of life stories.

In order to gather novel information on the topics covered by the study and make the analysis more case-grounded, fieldwork was carried out among and with women who had emigrated to Italy from non-EU countries, chiefly in the city of Florence and surrounding areas. Part of the results come from *structured and semi-structured interviews* (Robles, 2011) and *spontaneous conversations* (Feldman, 1999; Swain & Spire, 2020) conducted in the context of international projects addressing female migrations and the integration processes of migrant women in Italy and selected EU countries (1). Other findings and considerations emerged from *field observation* and *spontaneous conversations* with migrant women as part of ongoing research pursued with migrants coming from diverse national contexts within and outside Europe, with particular focus on the case studies of the last ten years.

Rooted in the parameters of the *autobiographical method* with a focus on the gender dimension and *female self-narration* (Ulivieri & Biemmi, 2011; Lapov & Di Grigoli, 2023), the two survey techniques – interviews and conversations – allow us to obtain a series of *micro-narratives* in the form of *life stories* that provide fragments of information, however ambiguous and incomplete (Riessman, 2008), that meets the research objectives. Finally, in the interpretative analysis phase, the information acquired in the field is translated into data to be delivered for qualitative processing through the *descriptive-narrative method* (Khan, 2014; Kim, 2016).

The survey, conducted within the framework of both international and local research projects, involved *forty-five (45) women*, whose sociocultural, linguistic and professional backgrounds are as heterogeneous as their migration projects and geographical derivations. The interview sample that emerged from these research experiences consists of women aged between 25 and 55, and native to the following countries: Albania, Bangladesh, Bolivia, China, Eritrea, India, Mali, Morocco, Nigeria, Pakistan, the Philippines, Poland, Romania, Senegal, Somalia, Sri Lanka, Tunisia, and Ukraine. Along with the interviews, a number of spontaneous conversations held on various occasions involved women from Albania, Argentina, Bangladesh, Brazil, Cape Verde, Honduras,

India, Mali, Morocco, Nigeria, Pakistan, Peru, Senegal, Somalia, Tunisia, Ukraine, and other countries.

In other words, this paper builds upon their life stories.

To recognise, or not to recognise

Once at their destination, migrants are subject to following diverse paths of regularisation and integration in the country of arrival. Regardless of individual differences depending on the case and the single migration project, each context involves a series of situations that all migrants have to face within the receiving society, namely: residence documents, language learning, bureaucratic procedures, employment, healthcare, school enrolment for minors, etc.

Amidst the various personal and less personal matters accompanying a migration experience, three issues predominate in the migrants' narratives in Italy (Mancaniello *et al.*, 2022; Lapov & Di Grigoli, 2023): 1) the first one concerns the issuing of *residence documents* commonly associated with lengthy and demanding procedures; 2) the second, *employment*, is made explicit by the very word denoting it and by its existential, hence essential significance to one's everyday life; 3) the third relates to the (im)possibility of having one's *educational and professional qualifications* obtained in the contexts of origin *recognised*. These three dimensions have a lot of influence over the processes of social inclusion and citizen participation of migrants: they are consequential and interdependent to each other, meaning that a migrant first needs to get residence documents enabling her/him to seek employment and enter the local labour market; in case s/he has a qualification, even better if recognised, this should be to her/his advantage in finding work; once acquired, these requirements – i.e. residence permit, professional recognition and employment – will certainly facilitate her/his pathways to integration.

The present paper is interested in exploring the third situation which proves to be rather challenging as, instead of meeting "simple" solutions, it involves diverse bureaucratic procedures and takes time to translate into concrete results: moreover, being professionally recognised – or not – is a circumstance that has a direct impact on migrants' opportunities for better sociocultural and economic integration into host societies.

The very first thing to bear in mind is the principle, according to which EU nationals are distinguished from third-country i.e. non-EU nationals: such a standard makes the conditions of immigrants unequal and inevitably affects the set of their fundamental rights and duties. Within this framework, another important aspect to recall is that *third-country national qualifications are not recognised by the relevant EU legislation* (cf. Council of Europe & UNESCO, 1997; EPRS, 2023): as an EU Member State, Italy abides by these regulations, hence the recognition of educational and professional qualifications is not an automatic routine in the Italian national context either.

Put differently, migrant women (and men) can neither assert nor make use of their third-country qualifications in the EU area. Consequently, their professional status is subject to the *recognition and validation process* including common basic criteria, plus additional parameters that may vary according to the specificities of each case determined by individual educational and professional experiences, as well as by the presence (or

absence) of agreements with the related non-EU country of origin. In this regard, it is worth mentioning the recommendations issued by the European Commission, most recently in 2023 (European Commission, 2023; see also EPRS, 2023), calling on EU Member States to simplify and facilitate procedures for the recognition of foreign professional qualifications so as to promote and support the integration of third-country nationals into EU labour markets and European societies.

The implementation of a migration project and in particular its successful completion depends on a number of variable factors, often acting autonomously and not always responding to the purposes of the project itself, nor to the goals initially envisaged by the concerned social actors, starting from their socioeconomic inclusion in the receiving society (Anthias *et al*., 2013). Besides, experience shows that those who succeed better are migrants who know how to tackle new situations: this mastery is certainly due to their personal and professional skills, which are further underpinned by their socioeconomic and sociocultural starting conditions. In fact, these prerequisites help migrants increase their abilities and coping strategies, with particular reference to initial "bureaucratic literacy", which all together constitute a useful toolbox to draw on in their pathways to integration at all possible levels – social, linguistic, communicative, cultural, work-related, professional, or else.

Accordingly, the same qualities will be equally beneficial in the process of recognising migrants' educational and professional qualifications, and their previous work experiences: it is undoubtedly much easier to comprehend and follow various bureaucratic procedures for those who have developed a higher educational and/or professional expertise in their place of origin before emigrating.

Academic recognition of third-country national degrees entails an intense work of contacts, relationships, networking, both in the recognition phase, and – sometimes even more so – in the subsequent stages. In fact, first of all the process requires several documents, translations and declarations to be produced; this paperwork is further added by additional courses to attend and examinations to take; to boot, validation, rather than being total, usually covers a specific subject area: at any rate, a time-consuming, demanding and often discouraging enterprise. Once recognised and validated, a third-country degree can start being capitalised and benefited from: finally, it must be remembered that professions requiring higher education need the corresponding qualifications to be translated into practice through job interviews, public competitions and selection procedures.

Intersecting gender, professional (non)recognition and socioeconomic inclusion

It is possible to remark that several of the aspects addressed above apply to both migrant men and women. Coupled with intersectional factors, first of all gender and corresponding social roles, the said conditions cause migrant women to go through particular situations in either accessing training or entering the local labour market.

As pointed out by Caroline B. Brettell (2016, p. 11),

women face double discrimination not only as a migrant but also as a female because gender ideologies that are rooted in patriarchy may be transported if not sometimes even enhanced in the immigrant context.

In other words, migrant women are bound to deal with specific *gender-based challenges* that prevent them from being professionally and personally fulfilled in the host society, namely: employment opportunities, women's labour force participation, "female" occupational sectors, wage inequality, treatment in the workplace, women's healthcare issues, the productive role of women and the possibility of working in relation to the customs existing within their families and/or communities, etc.

Accordingly, the socioeconomic inclusion of migrant women (Anthias *et al*., 2013; Lapov & Di Grigoli, 2023) is challenged on various fronts:

1.first, the range of their *opportunities to find employment* narrows, meaning that migrant women can rely on fewer resources and coping strategies than men in this regard;

2.second, migrants are often *compelled to accept jobs that are not in line with their qualifications* or with their previous educational and professional experience, which ultimately turn out to be even less remunerated in the case of women;

3.third, migrants run the risk of being involved in processes of *professional ethnicisation* or *ethnic labour specialisation* that lead even women graduates to end up in underqualified, segregated and poorly paid employment sectors, domestic care being one of the most representative one in this sense (Vicarelli, 1994; Andall, 2000; Anderson, 2000; Vianello, 2009; Redini *et al*., 2020).

As already mentioned, the impossibility of having their educational and professional qualifications recognised poses further challenges to the professional and personal self-fulfilment of migrant women in host societies, quite often forcing them to change course by accepting different forms of employment than initially predicted. Under such conditions, shares of the female migrant population who reached Italy with medium/high-level qualifications are induced to lower their profile and undergo professional deskilling: combined with the *lack of professional recognition*, the circumstance eventually brings about the emergence of further obstacles that reduce the chances of finding employment fitting one's qualifications and skills, as well as the opportunities for fruitful integration of non-EU migrant women into the surrounding social fabric.

Such a state of affairs undoubtedly produces different effects on different cases. Basically, the resulting situation can be summarised as follows: while placement in low-to-medium occupational sectors, i.e. those requiring low-skilled or unskilled labour (e.g. domestic work, manufacturing, food services, agriculture/farming, etc.), might be more acceptable to women emigrating with equally low-to-medium levels of education and professional skills, this passage becomes rather demotivating for those who venture into the migration experience with a more solid professional capital. And, should the first situation develop further, it would be possible to speak of a "success story", as it led to more satisfactory results compared to those achieved in the country of origin: in fact, the women, among those encountered during fieldwork, who have experienced such an evolution, consider themselves happy and even lucky, having been fulfilled both professionally and personally. In the case of women with medium-high educational

qualifications, experiencing a shortage of employment opportunities considerably limits the likelihood of crowning their stories with "success", which easily leads those affected by such a situation to feelings of demotivation and despair.

Experiences

On the ground, the *educational and professional situation* of migrant women (and migrants in general) upon their arrival can be variously characterised and summarised in four main categories:

1.unqualified, with no or little work experience;
2.unqualified, with work experience;
3.both qualified, and with work experience;
4.qualified, with no or little work experience (usually younger women).

None of these conditions qualify immigrants from third countries to make use of their educational and professional experiences in EU Member States, Italy included.

Against this empirical background, it is mandatory to turn to the *life stories* collected among migrant women in and around the city of Florence, less so in other parts of Italy. The analysis is guided by the above categories in their intersection with the main topics of the article, which can be exemplified by the following key items: educational and professional qualifications of migrant women, impossibility of professional recognition, and resulting paths of socioeconomic integration in Italy.

Emigrating without qualifications and with no or little work experience, usually gained in unskilled or low-skilled employment sectors, implies rather limited socioeconomic opportunities at the destination: migrant women who do not meet these basic requirements cannot nurture much hope for a fulfilling professional life without thinking about a training experience. This is certainly not an easy choice that further intersects with additional needs and difficulties characterising an integration process. Yet, the circumstances are such that resuming studies often represents the only viable solution that may allow a migrant woman to practise a profession in line with her professional profile: accordingly, some of them decide to embark on such a life project. In actual fact, while considering any aid allocated to support foreign students during their studies, this option becomes difficult to put into practice: quite simply, it would imply the impossibility of working full-time and earning a sufficient income enabling a migrant woman to support herself, and even less to contribute to the livelihood (where applicable) of her family. Faced with the urgency of finding employment, many migrant women feel discouraged from studying, which results in the decision to look for work instead of "spending time" training or retraining. Those who decide to devote themselves to study usually opt for shorter training courses provided by specialised institutions or associations, and quite often depending on EU funds. During our research, a *Nigerian woman* (45) shared her story immersed in this sort of experience: difficult early years, language learning, looking for a job, and finally deciding to undertake university studies were the stages of her life story in Italy that led our protagonist to a master's degree in education. And meanwhile? – among others, her work experiences include live-in care for elderly people, cultural-linguistic

mediation, and, already since earning her bachelor's degree, activity as a professional educator in the field of migrant integration.

As an alternative, either absolute or temporary i.e. pending recognition of their educational or professional qualifications, migrant women can rely on training courses and professional reskilling projects. Not being structural in the Italian labour system, these solutions, all too often implemented on an episodic basis, hence not lasting in time, are meanwhile promoted by various private or public bodies in order to remedy the situation. Among the prospects emerging within the current (and unpredictable) *adult education offer*, the following initiatives are particularly noteworthy: 1) *training courses* designed to enable migrants, or specifically migrant women, to acquire skills conducive to their entry into certain professional sectors and, more generally, to their integration into the Italian labour market; 2. *training programmes* aimed at promoting *immigrant entrepreneurs*, again with sections dedicated to female entrepreneurship, i.e. career development in the business world in a gender perspective. This category evokes the story of an *Albanian woman* (47), whose qualification, obtained in Albania i.e. a non-EU country, is not recognisable in Italy: nonetheless, after some 20 years of obstacles and various occasional jobs, she managed – thanks to a EU vocational training and professional development programme – to get her profession back and start her own business, namely a hairdressing salon in Florence.

Many women arrive without qualifications, but can instead boast previous work experiences: gained in a wide range of employment sectors, these experiences constitute a valuable store of professional, relational and communication skills that should not be disregarded either by the women themselves or by the host society. At this level, although the scope of opportunities is likely to expand, the lack of educational and professional qualifications may compromise the possibilities of a profitable socioeconomic inclusion.

The women falling into the remaining two categories are graduates, including holders of short degrees (2-3 years), such as those qualifying them for school-teaching: the difference lies in the quantity and quality of their professional experience. Both in the case of migrant women with higher education qualifications and work experience, and of women (usually younger) with university degrees, but with no or meagre professional experience, the problem arises when it comes to the issue of recognition: and this is exactly the bureaucratic trap in which a number of migrant women find themselves caught, and which hampers their chances of career progression.

The case of graduate women from Eastern Europe who often end up working as carers or domestic workers in Italy is quite well known (cf. Vianello, 2009). What is less well known is that a similar situation can be found among women from other national backgrounds, e.g. from South Asia, who stay at home as housewives for other reasons, or help their husbands in shops in the case of merchant families: more specifically, a certain number of graduates with at least a bachelor's degree can be observed among Bangladeshi women in Italy (cf. Lapov, 2019).

Resuming the discourse on professional recognition, the testimony of a *Sri Lankan woman* (39) is very emblematic in this respect, as her story represents one of those many experiences that have been stuck 'halfway' to completion: before reaching Italy through family reunification with her husband, our interviewee had worked in her country as an

English teacher for 15 years, hence her desire to regain her profession also here, in emigration. Predictably, another case that could not escape the repercussions of professional non-recognition emerged. And the circumstance has compelled this woman to manage her socioeconomic integration by resorting to English lessons for children in an association, private lessons, after-school programmes, cultural-linguistic mediation, and other forms of employment. One can observe that the jobs she is doing meanwhile are related to her profession, i.e. teaching. Yet, between Italian language courses, part-time and occasional jobs, and the impossibility of having her Sri Lankan qualifications recognised, the road is getting long.

Another woman originally from *Morocco* (48), working as a cultural-linguistic mediator and occasionally teaching Arabic in schools and associations, explains:

> I was forced to do it [i.e. accept the mediation job], I had no other opportunity, despite having graduated in my country … still, this is better than some other job, at least I go out, do something … it is suitable for a graduate woman, she also puts her skills into it, the skills she acquired during her university studies ... however, for those who really apply themselves, it is rather demanding, it costs me effort, a lot of effort…

The following is the case of a *Senegalese woman* (36) coming from a well-off background, who came to Italy for health reasons, then remained here with her husband who had arrived earlier. She too was unable to establish working relationships in Italy due to the incompatibility of the qualifications obtained in Senegal in the field of banking and finance studies. Thereby, in Italy, she entered into an international cooperation project with her country thanks to the professional skills she had previously developed. Her observations in this regard are emblematic:

> my professional dream is hindered by the lack of bilateral cooperation between Senegal and Italy that would allow the recognition of Senegalese qualifications in Italy. Furthermore, European countries, including Italy, do not help the Senegalese community in terms of work inclusion and professional growth.

Besides, some types of employment (e.g. school teaching) may be subject to slightly different recognition processes, depending on the national context in which the relevant qualification was obtained: in a European state, albeit not an EU member, or in an extra-European country. The fact is that the curricular contents in various education systems and thus also the recognition parameters can appear to be more similar and more comparable between European education systems. Representative of this situation is the story of an *Albanian woman* (55) who managed to "adapt", through additional examinations and other relevant procedures, her curriculum vitae to the needs of professional recognition in order to teach history in Italian high schools.

Other times, unpredictable and disastrous events push for the opening of privileged channels, which can facilitate the socioeconomic and work inclusion, albeit temporary, of migrants, but which usually have no effect on their opportunities for professional recognition and growth (see the case of Ukrainian refugee women, cf. Lapov, 2023b; 2023c).

Speaking of the comparability of qualifications between various European (EU) recognition systems, it should finally be highlighted that not even qualifications obtained in an EU Member State are always and automatically covered by professional recognition. In order to illustrate the case, we recall three experiences: the story of a *Polish woman* (49) who, though being graduated in law in her country of origin, works in Italy as a live-in carer for elderly people; another is a *Romanian national* (49) who arrived in Italy with a diploma in architecture and with work experience as a designer, editorial assistant at a television network and assistant in a carpentry shop: once in Italy, she had to change professional sectors, even several times, before getting to her current employment, i.e. tourist guide, and to her involvement in the sector of cultural cooperation between Romania and Italy; probably the most striking is the case of a *Spanish woman* (39) graduated in psychology from the University of X., Spain: after talks, postponements, a long wait for her qualification to undertake the recognition process, her degree was ultimately found to be "obsolete" – as a result, in order to be professionally recognised in Italy, our interviewee was compelled to redo her university studies in Italy all over again.

Concluding remarks

Summing up in a sentence, the ultimate goal is to foster the professional recognition of migrant women so as to promote social changes that are positive for their lives and meaningful for their personal fulfilment.

Taking into account the variety of factors and dimensions that define the situation of migrant women in receiving societies, and relying on segments of their life stories collected in the field, it is possible to outline some areas of intervention capable of bringing about the strengthening and enhancement of their prospects for professional and personal fulfilment in emigration. The *actions* to be taken for *transformation* to occur in relation to their professional capital develop on *three main levels* – cultural, socioeconomic, and legal, namely:

1. cultural level: a very first step is the recognition of the intrinsic value of migrant women's professional expertise as such, sparing no effort in increasing information and promoting awareness in this regard: this is to say that public opinion, the media, but also public administration in Italy (and beyond) often have and even contribute to spreading a distorted view of inter- and transnational human mobility; the phenomenon is recurrently exacerbated by preconceptions, stereotypes and misrepresentations, some of which specifically targeting migrant women;

2. socioeconomic level: at the same time, migrant women's educational and professional experiences, substantiated by a store of diplomas, degrees and qualifications, must be welcomed and understood as a capital of skills and competences that should not be sacrificed, nor wasted, but rather valued and enhanced by virtue of their professional potential itself;

3. legal level: lastly, in view of the current formal avenues of professional recognition, promoting critical and constant reflection of a sociological, pedagogical, economic, cultural, legal or other nature in favour of new proposals aimed at simplifying procedures for the recognition and validation of foreign qualifications constitutes an utmost priority.

In the final analysis, it can be concluded that the above considerations form just the foundations that should be further developed so as to allow the resources outlined here to be capitalised on and invested more profitably, both in terms of integrating migrant women, and ensuring benefits to the receiving social context.

Note

(1) The aforementioned international research projects, which involved conducting interviews, are: LeFAMSol, *Learning for Female African Migrants' Solidarity: Help-Desk for Female African Migrants in the Eastern Mediterranean Region* (2013-15; cf. Lapov & Campani, 2017), and VIW, *Voices of Immigrant Women* (2020-22; cf. Mancaniello *et al.*, 2022; Lapov & Di Grigoli, 2023). In addition, interviews were done in personal research projects pursued at a local level with migrant women working as school intercultural mediators in the city of Florence and its surroundings (cf. Lapov, 2023a), and with Ukrainian women (cf. Lapov, 2023b; 2023c).

References

Andall, J. (2000). *Gender, Migration and Domestic Service. The Politics of Black Women in Italy.* Ashgate.

Anderson, B. (2000). *Doing the Dirty Work? The Global Politics of Domestic Labour.* Zed Books.

Anthias, F., Kontos, M., & Morokvasic-Müller, M. (Eds.) (2013). *Paradoxes of Integration: Female Migrants in Europe*. Springer.

Brettell, C. B. (2016). *Gender and Migration*. Cambridge & Malden: Polity Press.

Council of Europe & UNESCO (1997). Convention on the Recognition of Qualifications concerning Higher Education in the European Region (ETS No. 165) & Lisbon Recognition Convention (LRC), Lisbon 11/04/1997, Council of Europe, Strasbourg. https://rm.coe.int/168007f2c7

EPRS (2023). *Recognition of the qualifications of third-country nationals*, November 2023. EPRS – European Parliamentary Research Service, EU Parliament, European Union. https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/754594/EPRS_BRI(2023)754594_EN.pdf

European Commission (2023). *Commission Recommendation of 15.11.2023 on the Recognition of qualifications of third-country nationals*. Brussels, 15.11.2023. https://single-market-economy.ec.europa.eu/document/download/01187cba-6407-4afa-add0-296b29f0dcfa_en?filename=C_2023_7700_1_EN_ACT_part1_v9.pdf

Feldman, A. (1999). The Role of Conversation in Collaborative Action Research. *Educational Action Research*, *7*(1), 125-147.

Khan, S. N. (2014). Qualitative Research Method: Grounded Theory. *International Journal of Business and Management*, *9*(11), 224-233.

Kim, J.-H. (2016). *Understanding Narrative Inquiry. The Crafting and Analysis of Stories as Research.* Sage.

Kofman, E., Phizacklea, A., Raghuram, P., & Sales, R. (2001). *Gender and International Migration in Europe: Employment, Welfare and Politics.* Routledge.

Lapov, Z. (2019). Paternità emigrata, transnazionale, ritrovata: in conversazione con la comunità bangladese di Firenze. *Rivista Italiana di Educazione Familiare*, *1*, 153-173.

Lapov, Z. (2023a). La mediazione interculturale a scuola: professione femminile o questione di genere? *Studi sulla Formazione*, *26*(1), 207-223.

Lapov, Z. (2023b). La serietà negli occhi: esperienze di accoglienza e inclusione scolastica con alunni/e ucraini (2022-2023). *Form@re*, *23*(3), 19-35.

Lapov, Z. (2023c). Motherhood in exile: between Ukraine and Italy in wartime. *Women & Education*, *1*(2), 94-103.

Lapov, Z., & Campani, G. (2017). *Donne africane oltre le frontiere. Percorsi partecipativi in prospettiva di genere.* Nerbini.

Lapov, Z., & Di Grigoli, A. R. (2023). Strategie di riqualificazione professionale e inclusione socio-economica delle donne migranti in Italia: gli esiti di una ricerca europea. *Lifelong, Lifewide Learning (LLL)*, *20*(43), 281-300.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.) (1992). *The Handbook of qualitative research in education*. Academic Press.

Mancaniello, M. R., Lapov, Z., & Di Grigoli, A. R. (2022). Género y movilidad humana: mujeres migrantes en Italia entre desafíos y oportunidades. *Cuestiones Pedagógicas*, *1*(31), 21-40.

Mantovani, S. (a cura di) (1998). *La ricerca sul campo in educazione. I metodi qualitativi.* Bruno Mondadori.

Redini, V., Vianello, F. A., & Zaccagnini, F. (2020). *Il lavoro che usura. Migrazioni femminili e salute occupazionale.* FrancoAngeli.

Riessman, C. K. (2008). *Narrative Methods for the Human Sciences.* Sage.

Robles, B. (2011). La entrevista en profundidad: una técnica útil dentro del campo antropofísico. *Cuicuilco*, *18*(52), 39-49.

Stake, R. E. (1995). *The Art of Case Study Research.* Sage.

Swain, J., & Spire, Z. (2020). The Role of Informal Conversations in Generating Data, and the Ethical and Methodological Issues They Raise. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, *21*(1), art. 10.

Ulivieri, S., & Biemmi, I. (a cura di) (2011). *Storie di donne. Autobiografie al femminile e narrazione identitaria.* Guerini.

Vianello, F. A. (2009). *Migrando sole. Legami transnazionali tra Ucraina e Italia.* FrancoAngeli.

Vicarelli, G. (a cura di) (1994). *Le mani invisibili. La vita e il lavoro delle donne immigrate*. Ediesse.

Yin, R. (1984). *Case Study Research: Design and Methods.* Sage.