



PITCH Activity-Clusters

D3.3 Awareness-raising / Guidance Cluster -
Consolidated outlines



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Deliverable information

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Table of Contents

Deliverable information	2
Project coordinator	3
Author list.....	4
Table of Contents.....	5
Introduction.....	6
Awareness raising / Guidance Cluster	8
Rights and duties	10
Active citizenship	26
Career /training guidance	39



Introduction

PITCH aims to establish a common European ground to support the design and implementation of local integration strategies specifically targeted to migrant women, based on a personalised, participatory, and multi-stakeholder approach. Especially in WP3, PITCH project will pilot-test the local integration strategies, by implementing an activity programme that addresses personal needs and interests of migrant women and will provide them with tools to increase their autonomy and participation in the host community.

In line with the aim of the project, PITCH partners developed under WP3, three clusters of activities from which migrant women participants can choose, depending on their interests, different activities in order to create their personalised roadmaps to integration.

The three clusters of activities are in agreement with the PITCH model pillars, presented in WP2 (work, education, awareness of rights and duties and social interaction in the local community), and involve the following:

- *Upskilling cluster*
- *Awareness raising / Guidance cluster*
- *Social cluster*

The activities developed under each cluster are based on the needs and aspirations of migrant women participants and provide suggestions and guidelines to project partners on how to implement and adjust them to the local context.

In total, **54 activities were developed by project partners with an overall duration of 169 hours**. Where appropriate, activities were based on material already developed by partners according to their expertise in similar fields and topics (e.g. activities developed within the framework of previous project materials), in order to adopt an inclusive approach and take into consideration previous work done on specific fields/topics of interest. The structure of the cluster activities allows for different combinations of paths to fit the profile, needs and interests of migrant women, covering a broad range of employment, awareness raising and social aspects. In the following sections of this document, all clusters with their respective activities are presented.

It is important to highlight that PITCH partners acknowledge diverse cultural needs and contexts and therefore, this document aims to support and guide partners in implementing and adjusting the proposed activities to their local contexts. As such, this document serves a dual purpose as it is a point of reference for creating the personalised map of integration for each migrant woman and provides guidance to partners on how to implement and adjust the suggested activities.



Awareness raising / Guidance Cluster

The awareness raising/guidance cluster aimed to include activities that will help migrant women integrate in the local context by understanding their rights and duties as citizens, and actively engage with the local community. The awareness raising/guidance cluster involved three paths: a) Rights and duties, b) Active citizenship and c) Career training-guidance. It is important to note that municipalities and relevant stakeholders in each partner country will provide input during the implementation of the following activities, with information about available local and community services. The focus of the first path is citizens' rights and duties, equal opportunities and access to local services. In addition, active citizenship aims to provide ways and opportunities to participants to engage with the local community, volunteering, and provide guidance about event organisation and starting a civil society organisation. Finally, the third path aimed to help women participants discover their talents and skills, set their goals and match their skills and talents with relevant local opportunities.

Table 1: Awareness raising / Guidance cluster

PATH	Total number of sessions and duration	Activity duration	Activities
Rights and duties	5 sessions (TOTAL 15 hours)	3hrs	<i>We all have human rights</i>
		3hrs	<i>Legal aid workshop for women</i>
		3hrs	<i>Your rights in the labour market</i>
		3hrs	<i>Abuse of rights/Domestic violence/Sexual abuse</i>



		3hrs	<i>Reproductive rights</i>
Active citizenship	6 sessions (TOTAL 18 hours)	2hrs	<i>Discovering the power of volunteering</i>
		3hrs	<i>And the floor goes to our voices</i>
		3hrs	<i>My voice matters</i>
		4hrs	<i>Let's connect</i>
		3hrs	<i>Dare to share</i>
		3hrs	<i>Paint your community and dance through it!</i>
Career/training guidance	4 sessions (TOTAL 15 hours)	6 hrs	<i>Talent discovery, skills analysis and career path design</i>
		3 hrs	<i>Adult learning opportunities</i>
		3 hrs	<i>Peer to peer mentorship</i>
		3 hrs	<i>Qualifications-certifying existing education</i>

A complete description for each of the above presented activities is presented below:

Rights and duties

We all have human rights!

Activity	No.
Cluster	Awareness raising/ Guidance cluster
Path	Rights and duties
Workshop title	We all have human rights!
Developed by (PITCH partner)	SwIdeas
Setting of delivery	Face-to-face, in smaller groups with up to 30 participants.
Adaptation of previous material:	Reach Youth project, io2-activities-en.pdf (reachyouth.eu) Council of Europe “Rights and Freedoms in Practice” teaching resources Teaching Resources "The European Convention on Human Rights - Rights and freedoms in practice" (coe.int)
Type of activity	Seminar and Workshop
Resources needed	Paper, pens, projector, set of 12 paper stripes with the single human rights for each participant; a small guide (“cheat sheet”) about the human rights for the trainer
Duration	3 hours (can be divided in two different sessions of 1,5 hours each)
Learning Objectives	Participants understand the meaning and main concept of human rights and the European Human Rights Convention Participants can apply the various human rights to their own situations and daily lives and relate to their importance. Participants can identify what a human rights violation is



Participants have the knowledge about how to file complaints in case of human rights violations

Description

Introduction

Ask the participants: Who has ever heard of human rights? What are human rights? To whom do they apply?

Provide the definition of human rights “Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination” (OHCHR definition).

Session 1 – Presentation about the Universal Declaration of Human Rights and the European Convention of Human Rights

Present the history behind the UDHR

Introduce the ECHR

Session 2 – Interactive session “Rank your human rights”

Provide participants with paper stripes describing the various human rights

Ask participants to rank them according to importance: the most important human right to each participant at the top and the less important at the bottom

Participants must then hand their rights to the instructor -they get to decide which one. In the next rounds the participants must give more and more human rights away. In this order the following number of human rights is given away: 1 - 2 - 3 - 3 - 1 (one right will be left. They may keep this one). Tip: The instructors should check from time-to-time what human right they are being given and give the participant feedback on what this means for them, e.g: "I may now simply have you arrested without reason. Simply because I feel like it and I don't like your sweater." "I can now take away from you everything you have, everything you own." "I can now decide where have to live, for example in a ghetto on the outskirts of town."

Session 3 – Reflection on the ranking exercise

Ask the participants:

- Which ranking did you set at the beginning and why? - Did your ranking change during the simulation? How? - What strategy did you develop when you handed in the human rights? - How was it for you to hand in your first human right in the beginning and how was it now at the end? - What other thoughts are going through your head?

Resolution - reflection from the instructor:

As each participant kept one human right in the end, reflect with the group on why they kept the one they did. Explain that there could be a human right that “wins”, because when you take away all other rights this one can help regain them, or some of them. Ask the participants “Can you imagine which one that is and why? What is the last human



right that you kept?" (Resolution: If a person has kept the human right "right to asylum", that person has "won". Because with this human right she can flee from an oppressive regime and get back all human rights in another country).

Session 4 – What can we do if our rights are violated?

Present the various options for remedy:

On the European level: The European Court of Human Rights

On the national level: Ombudsman institutions, National Human Rights Institutions (to be presented based on the institutions, and what applies in each partner country)

Session 5- Final group discussion: Are you aware of what duties we have as citizens or residents in our host countries? (This may vary according to each partner country)

Generally: All residents have the right and duty to vote in elections if they are registered residents/ citizens

Example from Swedish context:

All people have the right to express their opinions, but you must not use freedom of speech to violate other people's human rights. In Sweden, for example, there is legislation that prohibits incitement against ethnic groups.

Additional remarks

Useful references for the instructor and/or adaptation of content by partners if needed

TEACHING MATERIAL from Council of Europe about the European Convention on Human Rights
[Teaching Resources "The European Convention on Human Rights - Rights and freedoms in practice" \(coe.int\)](#)

DEFINITION of Human Rights according to the Office of the High Commissioner for Human Rights [What are human rights? | OHCHR](#)

MATERIAL from Reach Youth project [io2-activities-en.pdf \(reachyouth.eu\)](#)

PART 1

Cheat sheets for trainers: Human rights shortlist explained.

Right to education. (Self-explanatory.) Right to property. (Self-explanatory) Freedom from discrimination. (No one shall be discriminated against on the basis of: sex, skin colour, religion, language, beliefs, national/social origin, property, etc.) Right to work, rest and leisure. (e.g. right to free choice of occupation, equal pay, limitation of working hours, regular paid leave). 11 General and equal right to vote. (Elections must be secret, take place regularly, may not be manipulated, every person may stand for election, all persons have an equal vote). Right to asylum. (Self-explanatory.) Right to freedom of movement.



(Everyone may move freely within a state, choose freely where to live and leave the country freely). Right to privacy. (For example: Secrecy of correspondence, no one is to be listened in or out, privacy is protected.) Right to a fair trial, equality before the law. (Every person has the right to a public trial before an independent and impartial court. The presumption of innocence applies until conviction). Protection from arbitrary treatment, torture and slavery. (For example: Police may not arbitrarily arrest or search persons, hold them for eternity without reason, or torture them) Freedom of assembly, association and demonstration. (No one may be forced to join a group/party, groups may assemble freely and peacefully, freedom of expression). Right to marry freely. (Prohibition of forced marriage, free choice of partner*, mutual consent, every person has the right to marry regardless of gender, religion, or racist attributions)

MATERIAL Part 2: Human rights to cut out. Every participant gets a complete set of these human rights. (Note: This list is incomplete. In some cases, this formulation of human rights has been adapted to make it comprehensible for the target group that is less familiar with the official terminology. Sometimes several human rights are summarized here in one right. The order has no meaning.)

Right to education.

Right to property.

Freedom from discrimination.

Right to work, rest and leisure.

Universal and equal suffrage.

Right to asylum.

Right to freedom of movement.

Right to privacy.

Right to a fair trial, equality before the law.

Protection from arbitrariness, torture and slavery.

Freedom of assembly, association and demonstration.

Right to marry freely.



Legal Aid Workshop for Migrant Women

Activity	No.
Cluster	Awareness-raising / Guidance Cluster
Path	Rights and duties
Workshop title	"Legal Aid Workshop for Migrant Women"
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face
Adaptation of existing material:	None
Type of activity	Workshop
Resources needed	It is recommended to invite a legal expert moderator for running this workshop.
Duration	3 hours
Learning Objectives	<ul style="list-style-type: none"> • Understand the concept and importance of legal aid for migrant women. • Gain knowledge of key European legal principles relevant to migrant women's rights and legal aid. • Identify common legal issues faced by migrant women and analyse potential solutions. • Develop critical thinking skills to apply legal principles to real-life case studies. • Acquire awareness of available legal aid resources, both local and international, for migrant women. • Foster cross-cultural understanding and exchange of experiences regarding legal challenges faced by migrant women. • Enhance participants' ability to seek and access legal aid when needed. • Promote empowerment and self-advocacy among migrant women in navigating legal systems. • Encourage collaboration and shared learning among participants from different countries and legal backgrounds. • Inspire participants to become advocates for legal aid and migrant women's rights within their respective communities.



<p>Description</p>	<p>Introduction and Welcome (15 minutes):</p> <p>Welcome all participants and introduce the purpose of the workshop.</p> <p>Explain the importance of legal aid for migrant women and the objective of sharing key European legal principles.</p> <p>Overview of Legal Aid (20 minutes):</p> <p>Provide an overview of what legal aid entails, including its definition, purpose, and the importance of accessible legal support for migrant women.</p> <p>Explain the rights of individuals to legal aid under international and European human rights frameworks.</p> <p>Key European Legal Principles (50 minutes):</p> <p>Present a summary of the most important European legal principles relevant to migrant women's rights and legal aid.</p> <p>Include topics such as non-discrimination, access to justice, family law, labour rights, immigration and asylum law, and protection against gender-based violence.</p> <p>Provide specific examples and cases illustrating the application of these legal principles.</p> <p>Interactive Case Studies (50 minutes):</p> <p>Divide participants into small groups and distribute case studies related to legal issues commonly faced by migrant women.</p> <p>Instruct each group to analyse the case, identify legal rights and potential solutions, and discuss the availability and application of legal aid in each scenario.</p> <p>Facilitate group discussions and encourage participants to share insights and potential strategies.</p> <p>Q&A and Discussion (30 minutes):</p> <p>Open the floor for questions, allowing participants to seek clarification and discuss specific legal concerns related to migrant women's rights and legal aid.</p> <p>Facilitate a discussion to exchange experiences, challenges, and best practices from different countries.</p> <p>Resources and Conclusion (15 minutes):</p> <p>Provide participants with a comprehensive list of legal aid resources, including relevant websites, hotlines, legal clinics, and organizations in their respective countries.</p>
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	<p>Emphasize the importance of seeking professional legal advice and support when needed.</p> <p>Conclude the workshop by highlighting the significance of legal aid in protecting the rights of migrant women and promoting equality and justice.</p>
Additional remarks	-
Useful references for the instructor and/or adaptation of content by partners if needed	- https://viw.pixel-online.org/e-learning-package.php <i>This website contains an e-learning training about this topic, can be useful.</i>



Your rights in the labour market

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Rights and duties
Workshop title	Your rights in the labour market
Developed by (PITCH partner)	SwIdeas
Setting of delivery	Face-to-face
Adaptation of previous material:	MiraGe project: https://www.mirageproject.eu/en/mirage-home/
Type of activity	Presentation/group discussion
Resources needed	Pens, papers, flip chart, markers, projector
Duration	3 hrs (to be divided in two session of 1,5 hours each)
Learning Objectives	<ul style="list-style-type: none"> • Participants recognize the international labour standards and the national labour laws • Participants understand their rights in terms of employment including contracts, unions, paid annual leave, sick leave, and how to handle difficult situations in the workplace. • Participants understand the principle of labour exploitation and can give concrete examples of this phenomenon
Description	<p>Introduction</p> <p>Facilitator introduces the topic and why it is important: that there are certain labour standards in the EU as well as in each national context whereby employees have rights at work.</p>



Group work: Participants share their experiences of employment in (host country) -if any- in groups and if there were any issues that came up in their experiences

Groups report back to plenary

Session 1 – International labour standards and national legislation

-**Presentation** on the international labour standards and the main national legislations in relation to employment in the (host country)

- Relate to the other human rights, for ex. freedom of assembly and association and the right to protection from discrimination (European Convention on Human Rights)

Session 2 – What is a union?

Interactive session - Ask participants if they know what a union is, what it does, and why it is important. Write down the answers on a flipchart.

Presentation of unions and how they work in (host country), including examples of the most important unions, how to join a union and in which situations and how they should be contacted.

Session 3 - Employment contract and rights

Presentation on what type of employment contracts exist in the host country (part time, full time, seasonal work, etc.) and what should be included in an employment contract.

For example, in Sweden it should include:

The employer's name and corporate identity number, the employee's name and personal identity number, the duration of employment with both start and end dates. the type of employment which clarifies whether your position is full-time, part-time or only as needed, the salary, the tasks and job description, the professional title

Source: https://europa.eu/youreurope/business/human-resources/employment-contracts/employment-terms/index_en.htm

Session 4 - Obligations as an employee

Presentation - What is expected of us as employees?

Example from the Swedish context – *to be adapted to each national context*

- keep your working hours
- carry out your tasks
- follow instructions and rules of conduct
- comply with safety regulations
- use protective equipment if required
- ask your employer if you wish to take on a secondary occupation
- don't do anything outside work that could harm your employer
- observe professional secrecy if you have signed a confidentiality agreement
- remember that your right to criticize your employer is subject to conditions



- do not engage in activities that compete with your employer (Source: Arbetsförmedlingen, the Swedish Employment Agency).

Session 5 - How to handle different situations in the workplace

Interactive session

Group work – divide participants in 3 groups. Give each group an employment situation and ask them to discuss what rights they have and how they would handle this. After the presentations by the groups, present the main solutions according to what applies in the national legislations of your country.

Suggestions of employment situations:

- I have suffered an injury at my work place
- I am sick and cannot go to work
- My child is ill, and I am unable to go to work

Session 6 – Labor exploitation

Present some examples of labour exploitation and **ask the participants to reflect** on these examples: what aspects do they think are problematic/ illegal? Can they think of other examples of labour exploitation?

Some examples:

Labor

Zakir came to Malmö on a student visa from Bangladesh.

He immediately started to look for a job.

He directly got to work as a cook. He worked in the restaurant kitchen for seven days a week, and soon he was made to work in the chef's home.

Zakir received 100 SEK a day.

Zakir slept in the small storage room in the basement where beer trays were stored. This way, he could always receive morning deliveries and clean after closing hours. He worked from 9 am to 1 am.

Sexual

Zahraa came from Romania to Sweden believing that she will work in a restaurant.

She was accompanied by a man who was helping her with all legal documents.

During her first day in Sweden, she is locked up against her will in a small room, where she is forced to perform sexual activities with men. Most of the money is taken by the man in charge of bringing the men.

Presentation of the main national laws that prohibit exploitation in your country.

Here it would be helpful to add national services and emergency numbers to report labour violations (e.g., labour inspection service).



Q&A session after the presentation

Concluding session: Reflect together with the group what they thought of this session on labour rights. What have they learned and what will they bring with them going forward? Is there anything that wasn't covered that would have been important to learn, for them as women?

Additional remarks

Useful references for the instructor and/or adaptation of content by partners if needed

[Labour standards | Eurofound \(europa.eu\)](https://europa.eu)

[Working hours in EU: What are the minimum standards? - Your Europe \(europa.eu\)](https://europa.eu)

Arbetsförmedlingen (2020) Yrkeskompassen, <https://arbetsformedlingen.se/for-arbetssookande/yrken-och-studier/framtidsutsikter/yrkeskompassen>

Europeiska Unionen (2020), Anställningskontrakt, https://europa.eu/youreurope/business/human-resources/employment-contracts/employmentterms/index_en.htm

Europeiska kommissionen (2020) Severe labour exploitation, https://fra.europa.eu/sites/default/files/fra_uploads/fra-2019-severe-labour-exploitation-workersperspectives_en.pdf



How to prevent abuse and avoid violence

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Rights and duties
Workshop title	How to prevent abuse and avoid violence
Developed by (PITCH partner)	ZRS
Setting of delivery	face-to-face / hybrid / online
Adaptation of previous material:	Keep me safe (training programme): https://keepmesafe.eu/wp-content/uploads/2021/11/IO2-Keep-Me-Safe-Youth-Peers-Training-Programme-EN.pdf Community Linkage (workshops with migrant women who are victims of domestic violence/intimate partner violence and focus groups with support service professionals)
Type of activity	Presentation/open group discussion/workshop
Resources needed	Whiteboard, pens, markers, A3 paper and/or computer, projector, etc.
Duration	3 hrs
Learning Objectives	This workshop: Explains the importance of community and empowerment of female communities. Explains early detection of violent behaviour. Presents coping mechanism to deal with several forms of violence. Explains sexual abuse. Offers a list of support services in the area to turn to in case of abuse.
Description	First organize an informal open discussion about experiences with violent behaviour or other kinds of abuse (domestic, intimate partner, sexual,...). Explain to participants forms of violence, maybe add some statistics and present the data in a visually inviting form (graphs, tables, pictures).



Inform participants where to seek help in case they encounter sexual and/or domestic abuse. It is useful to print out a list of institutions, organizations, NGO's where they can turn in case they want to open up and talk to a professional or a group of women with similar experiences. Also make sure to observe their feelings and emotions as the workshop/programme takes place and provide support in case of discomfort (move to the side or to another room and give them some space or take time to talk to them,...)

Make sure they participate – hand out blank papers and let them write down what comes to mind when talking about sexual abuse.

Inform the participants how they can take control and become more empowered to deal with violent situations.

Show the map to participants in which you demonstrate where they can find support services. Ask the women if they already know any of them and what kind of experience they had with the employees.

Write on a whiteboard some coping mechanisms and shared ideas on how to prevent sexual abuse or abuse in general.

Hand out flyers with useful contacts and summary of a workshop.

Additional remarks The workshop can be conducted in person or online.

Useful references for the instructor and/or adaptation of content by partners if needed <https://keepmesafe.eu/wp-content/uploads/2021/11/IO2-Keep-Me-Safe-Youth-Peers-Training-Programme-EN.pdf>



What women should know about reproductive rights

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Rights and duties
Workshop title	What women should know about reproductive rights
Developed by (PITCH partner)	ZRS
Setting of delivery	face-to-face / hybrid / online
Adaptation of previous material:	INTEGRA
Type of activity	Presentation/group discussion/workshop/guest speaker's lecture
Resources needed	Whiteboard, pens, markers, A3 paper and/or computer, projector, etc.
Duration	3 hrs
Learning Objectives	<p>This workshop:</p> <ul style="list-style-type: none"> Empowers participants to take charge of their body and health by raising awareness on reproductive health and rights. Explains access to care and treatment in the field of sexual and reproductive health in partner country. Explains the right to healthcare and the freedom of choice in childbearing. Empowers communication and overcomes language barriers (also providing glossaries of common terms in healthcare). Addresses the importance of intercultural understanding in reproductive and health institutions. Improves intercultural dialogue. Encourages migrant women to form social networks.



	Provides women with the list of gynaecological clinics in the area.
Description	<p>Ask the participants to talk about their families and/or children as an icebreaker activity. Ask the participants to talk about motherhood. For example, “Speed dating” can be organized for them to exchange thoughts and experience. Speed dating is an example of an icebreaker activity where two people talk to each other for a minute or two, then one of them stays (at the table, on a chair, or standing in a same spot) and one moves to talk to another person. Some basic questions should be provided as examples, those from Profiling Toolbox (topic suggestions) can be used. This type of game helps create a relaxing, informal atmosphere and offers a quick way to get to know each other and find things that they have in common.</p> <p>Ask participants whether they have health insurance. Explain health insurance. Offer insight into partner country’s care and treatment in the field of sexual and reproductive health. Mention marital rape as form of abuse. Initiate a discussion about legal aspects and ways of giving birth (at hospital, at home, water birth) mention miscarriage (often taboo), mention breastfeeding rights (public places).</p> <p>Initiate a discussion with participants about their experiences as migrant women and provide them with information they did not receive upon arrival but wish to know more about.</p> <p>Explain the difference between interculturality and multiculturalism. Invite a guest speaker (a professional working in an institution related to reproductive rights and healthcare, especially focused on women). Provide participants with a list of gynaecological clinics in the area and go through an online map with them or print the maps. Encourage women to connect with each other on social media or to have a day in a month dedicated to meeting and discussing their experiences and sharing ideas, tips, knowledge. Hand out flyers with useful contacts and summary of a workshop.</p>
Additional remarks	The workshop can be conducted in person or online.
Useful references for the instructor and/or adaptation of content by	<p>https://www.hippocampus.si/ISBN/978-961-7055-43-6/155-171.pdf</p> <p>Speed dating: https://www.liveabout.com/speed-meeting-icebreaker-1918422</p>



partners if
needed



Active citizenship

Discovering the Power of Volunteering

Activity	No.
Cluster	Awareness raising / Guidance Cluster
Path	Active citizenship
Workshop title	"Discovering the Power of Volunteering"
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face / Online
Adaptation of existing material:	
Type of activity	Workshop
Resources needed	Paper and pens or laptop. Projector in case of PPT presentations.
Duration	2 hrs
Learning Objectives	Understand the concept of volunteering and its significance in civic participation. Recognize the personal and community benefits of engaging in volunteering activities. Explore the specific importance of volunteering for migrant women, including social integration and skill development. Discover different volunteering opportunities and organizations in the host city. Develop the ability to create an action plan for engaging in volunteering activities.



Enhance awareness of the potential impact and contributions that can be made through volunteering.

Foster reflection on personal motivations and interests in volunteering.

Encourage collaboration and exchange of ideas among participants in discussing their action plans.

Reflect on potential barriers to volunteering and explore strategies to overcome them.

Gain a deeper understanding of active citizenship and the role of volunteering in building stronger communities.

Description

Introduction (5 minutes):

Introduce the concept of volunteering and its importance in civic participation. Refer to different types of volunteering (work with children, elderly people, animals, volunteering for events such as concerts, etc.) and online platforms where women can apply or get information about volunteering options in the local area. Highlight the personal and community benefits of volunteering.

Shared Experiences (30 minutes):

Invite participants to share their own experiences or prior knowledge about volunteering. Facilitate a group discussion on the motivations that drive their interest in volunteering and the types of activities they would like to engage in.

Importance of Volunteering for Migrant Women (20 minutes):

Facilitate a brief presentation on how volunteering can specifically benefit migrant women.

Discuss how volunteering can help build social networks, develop skills, and enhance integration into the host community.

Exploration of Volunteering Opportunities (15 minutes):

Present different organizations and volunteering projects that work in the city. Local institution representant can be invited to share with participants their different activities, approach and needs.

Provide information on how to find volunteering opportunities in the local community.

Creating an Action Plan (25 minutes):

In small groups, participants will discuss and create an action plan to engage in volunteering activities.

Each group will identify a specific volunteering activity or project they would like to be involved in and set goals and timelines for their participation.

Presentation and Discussion of Action Plans (15 minutes):

Each group will present their action plan and share the reasons behind their choice of volunteering activity.

Encourage interaction and exchange of ideas among the groups.

Closure and Reflection (10 minutes):

	<p>Invite participants to reflect on the importance of volunteering and how they can make an impact in their community.</p> <p>Facilitate a final discussion on how to overcome potential barriers to engage in volunteering activities</p>
Additional remarks	
Useful references for the instructor and/or adaptation of content by partners if needed	<p>No references are found but it would be recommended to generate a space in which people can share their own experience as volunteers in an organisation.</p> <p>It would be recommended to share with participants a list of places in which volunteers are welcome and needed. Facilitator or partner staff members can invite representatives from an institution to share with participants their mission, vision and activities and how can they can be part of.</p>



And the floor goes to...our voices!

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Active citizenship
Workshop title	“And the floor goes to...our voices!”
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face, offline, hybrid, all
Adaptation of previous material:	None
Type of activity	Informal meetings with representatives from migrant associations (migrant-led associations are preferred for credibility purposes) or pressure groups playing a vital role in influencing local policy.
Resources needed	Ppt, posters, papers, pens
Duration	3h
Learning Objectives	These activities aim to: Empower individuals to become active citizens and to strengthen their sense of belonging in the local context of reference; Encourage individuals to stand up for their rights;
Description	<p>These informal meetings might start with a brainstorming to engage with migrant women attending. It is suggested here to ask open questions such as “what does being an active citizen entail?” or “Have you ever taken part to community events/meetings (including in their countries of origin)? If so, how did you participate?”</p> <p>Each partner country could contact representatives from migrant associations (migrant-led is preferred) with whom they have long-standing collaboration and invite them to facilitate the workshop. These guests might present their association, its mission and vision and share their experiences, roles within the local context of reference, as well as</p>



the impact generated. Also, they might underline their key role in self-determination and empowerment processes within communities.

A suggested activity here could be generating a proposal of active citizenship in smaller groups (with the support of representatives and facilitators) and some scenarios will be given.

Examples of scenarios

Regeneration of public spaces;

Festival of cultures;

The representatives and the facilitator(s) will ask migrant women to identify in each proposal the results expected from that specific intervention, as well as the strategy and to define the factors/elements that might ensure the success and the sustainability of that specific initiative. The final aim of the meetings will not be the implementation of the proposed activities, but rather the awareness raising process and the drafting process necessary to become active citizens within the local community.

Additional remarks

The facilitator(s) and the guests attending will take care of creating an informal and safe environment and to avoid using a sectorial language that could not be understood by participants.

Useful references for the instructor and/or adaptation of content by partners if needed

Community Planning Toolkit:

<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>

Ice-breaking and activities: [https://www.salto-](https://www.salto-youth.net/downloads/toolbox_tool_download-file-3215/Secret%20Code_Change%20Makers%20Academy%20Program_Annex%201.pdf)

[youth.net/downloads/toolbox_tool_download-file-](https://www.salto-youth.net/downloads/toolbox_tool_download-file-3215/Secret%20Code_Change%20Makers%20Academy%20Program_Annex%201.pdf)

[3215/Secret%20Code_Change%20Makers%20Academy%20Program_Annex%201.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-3215/Secret%20Code_Change%20Makers%20Academy%20Program_Annex%201.pdf)



My voice matters

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Active Citizenship
Workshop title	My voice matters
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face (preferred), online, all, hybrid
Adaptation of previous material:	YouLead
Type of activity	Workshop, group activities (how to build an advocacy campaign)
Resources needed	Projector, sheets of paper, pens, marker pens, flipchart
Duration	3h
Learning Objectives	<p>This workshop aims to:</p> <ul style="list-style-type: none"> Raise awareness on what advocacy means and entails; Raise awareness on how the campaign design process works; Describe the steps to build a campaign; Provide participants with critical and problem-solving skills individually and at a community level; Increase project skills (setting up goals, steps and timetable). Build an advocacy campaign.
Description	<p>The facilitator of the workshop will start by asking participants whether they are familiar with the term “advocacy” or they can guess what it is about. A video will be shown to help participants to guess what advocacy means (suggested video: https://www.youtube.com/watch?v=-S14SjemfAg). Different types of advocacy will be introduced (self-advocacy, individual advocacy, systems advocacy), and the specific contexts in which each type of advocacy can be used, depending on the goals to achieve</p>



and availability of resources. Participants will gain knowledge on what a campaign is, how to plan and organize one, and the key role of storytelling ([See the 4P's of storytelling](#)). With regards to building a campaign, the facilitator should emphasize the importance of strategy building through these suggested questions:

What do you want to get concretely from the campaign?

How do you plan to do it?

What are they elements to check whether our campaign has been successful or not?

Suggested activities:

Let's create an awareness campaign!

Instructions. The facilitator will ask women to name some common challenges/issues within the neighbourhood where they live or the town/village/city (at least 4 in total) and that they wish to change/improve. The facilitator will take notes of the issues on a flipchart. Afterwards, the facilitator will split the women in smaller groups, and 1 scenario will be offered to the groups.

Example of scenarios (please adjust according to local context, policy issues etc.):

Protecting the local park, or using more sustainable transportation, due to high air-pollution, and having to convince citizens and politicians of the importance of it through storytelling. For instance, you could think of planting new attractive flowers in the local park that needs restoring, make sure that the pictures are shared through social media, and that the flowers attract people's attention. Then, you could deliver the seeds of those flowers to the residents so that they can start planting them in the same park or in different ones in the city.

<p>Additional remarks</p>	
<p>Useful references for the instructor and/or adaptation of content by partners if needed</p>	<p>https://www.weareecs.co.uk/faq-advocacy#:~:text=To%20do%20this%20the%20principles,empowerment%20must%20be%20adhered%20too.&text=Question.,-What%20does%20advocacy https://theconsumervoice.org/uploads/files/issues/Crafting_an_Effective_Advocacy_Message_han.pdf https://www.ncbi.nlm.nih.gov/books/NBK195431/#:~:text=Generally%20speaking%2C%20there%20are%20two,and%20cost%20Defective%20advocacy%20tool. https://www.iup.edu/mcsle/files/student_leadership_and_greek_life/resources/activism-and-advocacy.pdf https://courtneyharriscoaching.com/20-ways-to-be-an-advocate/ https://nbacl.nb.ca/module-pages/tips-for-being-an-effective-advocate/ https://ctb.ku.edu/en/advocating-change</p>



Let's connect!

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Active citizenship
Workshop title	Let's connect!
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face, hybrid, online, all
Adaptation of previous material:	REBOOT NOW-Prevention of Gender-Based Violence in Schools after Lockdown
Type of activity	Workshop
Resources needed	Projector, sheets of papers, flipchart, pens, markers, posters
Duration	4h (it can be split into 2 days: 1 day for the workshop and the activity and another day for the planning of the event)
Learning Objectives	<p>The workshop aims to:</p> <ul style="list-style-type: none"> Empower women as individuals to take action in the local communities Encourage them to think critically and to be fully engaged within the local communities Offer them the opportunity to feel they belong to a community who faces common challenges Offer them the opportunity to connect and to exchange ideas
Description	<p>The facilitator will start the conversation by asking participants whether they have ever organised an event (festivals, meetings etc), how the process of arranging one was, what steps were taken to plan it, what is important. Even though participants have never arranged an event, the facilitator can leave some space and time for women (that can be split into smaller groups) to discuss on the important steps to consider when organizing an event. Once done with the discussion, who feels comfortable to share will be given the floor. Brainstorming will follow: what types of events would you like to organize?</p>



The workshop will therefore be more structured as follows:
 Defining who we are, what the aim of our event is and who the target group(s) is/are (these considerations will help the communication process).
 Setting the duration, the location (consider who our target groups are and the places they usually attend);
 Defining the content, the topics to cover and the methodologies/approaches you wish to adopt in relation with the target audience;
 The phases to follow when organizing an event:
STEPS
 Step 1: Planning (create a detailed and clear agenda)
 Step 2: Communication (create an event invitation and share posts on the main social media depending on the target audience)
 Step 3: Realisation (How to engage with the target audience)
 Step 4: Evaluation (Collection of feedbacks and dissemination after the event)
 Step 5: Post-event engagement (Ensure what you built can follow up).

The facilitator(s) will split the participants into smaller groups that can choose which event they wish to organise, topic(s) or the content they wish to cover. In addition to this, women will be encouraged to think of possible organizations or people they are familiar with within the local community (if they do not know, they might think of types of people or organizations to involve in the planning of the event) that might support the process. Women will be given 1h to organise their event, to write their ideas on posters, following the steps discussed throughout the workshop, which will be later shared with the rest of the participants. Once finished with a group presentation, the other groups can offer feedback on their peers' work. Final feedback will be offered by the facilitator(s) and groups will get together once again to adjust or expand their work based on the feedback offered.
 At the end of the workshop, women will vote for the most original event and they will work together to arrange one with the support of the facilitator(s).

Additional remarks The facilitator(s) will encourage women to think creatively, to be original and to take into consideration the target group at all stages of the planning process.

Useful references for the instructor and/or adaptation of content by partners if needed <https://cesie.org/risorse/reboot-now-wellbeing-festival-linee-guida/>



Dare to share

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Active citizenship
Workshop title	Dare to share
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face, offline, hybrid, all
Adaptation of previous material:	None
Type of activity	Workshop
Resources needed	Ppt, posters, papers, pens, projector
Duration	3h
Learning Objectives	<p>These activities aim to:</p> <p>Empower women aiming to give voice to issues/challenges they care about, their rights or interests to gather and express their ideas and build a sense of belonging;</p> <p>Define the key steps in registering a civil society organization-NGO (depending on the specific context of reference and policy on the topic)</p>
Description	<p>The facilitator(s), who is a CSO-NGO representative, will open the workshop by engaging women with ice-breakings so as to identify common interests among women participating. Two ideas are suggested here:</p> <p>The Bingo game with interests/hobbies.</p> <p>Speed-date, in which women have to walk through a room or an open space and in turn they have 2-3 minutes to chat with another woman trying to find a common interest.</p> <p>After the ice-breaking activity, women will be asked to express their feelings-impressions (if they feel comfortable to do it) about finding other women with whom they share</p>



common interests or hobbies. In addition, the facilitator(s) will encourage women to try and find a meaning in that specific activity, by giving key words and the terms/ideas will be recorded.

At this point, the facilitator(s) will build up the workshop based on the ideas/key words given by the women participating and will underline the vital importance of sharing common interests/ideas when it comes to active citizenship, as well as the key role of gathering and exchanging ideas in our daily lives. Some successful examples of people who established an association sharing values, ideas or hobbies will be given, based on the specific context of reference to make the stories more credible.

At this point, the facilitator(s) will cover the following points:

- Legal framework to register an organization (depending on the country-specific context);
- What a Constitution or founding documents are and/or consist of: why the organization exists, its purpose and objectives, stakeholders and the beneficiaries, methodologies, internal structure for decision-making, the roles of the people working in the organization, main activities and how to deal with financial assets of the organization.

At this stage, it could be interesting to show powerful videos of women who came together and found/established an organization with specific purpose and objectives.

With the support of facilitator(s), women will take part in an activity aiming to think of an organization they wish to register and they will be split into smaller groups and try to identify the purpose, the objectives and the internal structure of the organization they want to register.

Additional remarks	<p>The Bingo game can be easily adapted, based on the interests of the women participating if they have been previously identified.</p> <p>Ideally, it would be interesting to invite the founder or a key representative of an important organization within the local community to make the workshop more engaging. In the drafting of a Constitution, the facilitator(s) will support in the process by encouraging women to voice their ideas and she/her can maybe start by providing examples of an organization he/she himself/herself wishes to register so as to offer inputs.</p>
Useful references for the instructor and/or adaptation of content by partners if needed	<p>Bingo Game: https://en.islcollective.com/english-esl-worksheets/general-topic/free-time-and-leisure-activities/hobbies-bingo-game/107437</p> <p>Examples on the key elements on how to write the Constitution: https://www.upcounsel.com/examples-of-non-profit-organizations-constitution</p> <p>Founding an organisation: https://www.etu.org.za/toolbox/docs/building/const.html</p> <p>Samples of Templates of Constitution: https://www.orkney.gov.uk/Files/Active_Schools/Club-Templates/Sample-Constitution.pdf</p>



Paint your local community and dance through it

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Active citizenship
Workshop title	Paint your local community and dance through it
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face, open spaces if possible.
Adaptation of previous material:	FAE-Fusion of Art and Education
Type of activity	Performances, workshop, Dixit cards or if not possible, some other cards to describe feelings are provided here , or the facilitator(s) will make sure women are sitting in a circle and will encourage them to share their comments/feelings on the activities.
Resources needed	Material to paint, sheets of papers
Duration	3h
Learning Objectives	These activities aim to: Foster the sense of belonging of women within the local communities; Encourage women to participate and give them a voice; Strengthen the idea that art is a universal language and can empower people;
Description	If possible, a dancer of some traditional dances (gypsy, Indian etc) can be invited and he/she/they will dance on 2-3 different songs by representing a specific issue/challenge within the local community or worldwide, such as the large use of plastic (Sample of video https://www.youtube.com/watch?v=jFU5J-Mhyuw). Women can join and dance with the dancer, but afterwards they will be asked to draw what those performances gave to them, feelings or colours that those dances represent to them. Some music might be shared and women are encouraged to dance.



Another activity that could be included here is to place women into smaller groups and ask them to represent a community challenge or issue and prepare a little choreography/performance based on a song that they will choose. At the end of the workshop, women will choose a card from Dixit to describe how they were feeling or, if not possible, some other cards to describe feelings (provided [here](#)), or the facilitator(s) can ask women to sit in a circle and encourage them to share their comments/feelings on the activities.

Additional remarks

Useful references for the instructor and/or adaptation of content by partners if needed

Example of dance raising awareness on social/environmental issues: “Story of Plastic-Dance with a message”: <https://www.youtube.com/watch?v=jFU5J-Mhyuw>



Career /training guidance

Talent Discovery, Skills Analysis & Career Path Design

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Career Training Guidance
Practical Activities Title	Talent Discovery, Skills Analysis & Career Path Design
Developed by (PITCH partner)	SYMPLEXIS
Setting of delivery	Face-to-Face
Adaptation of previous material:	EQUAL project
Type of activity	Workshop (6 hours) and Individual consultations (1 hour/woman)
Resources needed	<ul style="list-style-type: none"> -The career counsellor undertaking the workshop and the individual consultations should be either a licenced counselor, or a career expert or officer appointed to career consultation from the Municipality. -Personality questionnaires (non-diagnostic tools) suitable for career planning -A4 papers and pens



	-projector
Duration	6 hrs (breakdown of time is suggested in the description section)
Learning Objectives	<p>The workshop and individual consultations aim to:</p> <ul style="list-style-type: none"> enable women participants to better understand their skills and potential talents enable women to examine their degree of professional readiness encourage women participants to select a career path that is suitable to their personality characteristics and aspirations
Description	<p><i>Preparation for the workshop and individual consultation:</i></p> <p>-The career counsellor undertaking this block of activities should be either a licenced counsellor, or a career expert or officer appointed to career consultation from the Municipality. Appropriate questionnaires should also be available. A suggestion for a personality questionnaire (non-diagnostic tool) suitable for career planning is the 16PF Questionnaire (Cattell & Mead, 2008), which is a commonly used tool in career design and planning.</p> <p><i>Implementation of workshop-PART A (3 hours)</i></p> <p>-The career counsellor asks participants to introduce themselves to the team and say a few words about themselves, their background and their work experience.</p> <p>The career counsellor asks participants to write on an A4 paper a description of themselves. The description should contain 2 paragraphs. In the first paragraph they need to write how they see themselves and in the second paragraph they need to write how they think important others see them (e.g. friends, family, relatives etc.) They also need to write their names and age at the top of the paper.</p> <p>The career counsellor asks participants to present what they wrote to the rest of the group by highlighting both positive and negative skills-characteristics that they can identify from the description they wrote.</p> <p>The career counsellor can then introduce women to the concept of professional readiness focusing on:</p> <ul style="list-style-type: none"> main ways to find work (e.g. the trainer can initiate a discussion with participants asking them what are the main ways they have used to find work in the last six months). difficulties while job seeking (e.g. what are the main difficulties they experienced when they tried to find a job? obstacles/difficulties that make the process of job finding more difficult (participants can share with the rest of the group the obstacles they currently face when applying for a job) relationships with employers, colleagues, work environment at previous jobs (positives and negatives) main difficulties women faced at previous workplaces most satisfactory things at their previous work specific reasons they can identify which they believe are the main reasons for unemployment (for those of them who are currently unemployed)



When discussing the above topics the career counsellor should provide suggestions and tips for professional readiness. Then, the career counsellor introduces participants to the concept of psychometric tools for career path design and career counselling purposes and explains the tools that will be used in this case.

Completion of Questionnaires-PART B (2 hours)

After the workshop the career counsellor will hand out to women the following questionnaires to complete (2 hours on average)

A questionnaire of professional- work values

Personality Questionnaire (non-diagnostic tool) designed for typical population for career planning purposes

A questionnaire on professional interests (a suggestion is OVIS-Ohio Vocational Interest Survey).

Before women leave the workshop they arrange with the career counsellor a specific day and time for their individual career path consultation based on a discussion of their questionnaire results.

Individual consultations (approx. 1 hour for each woman)

Preparation for the individual consultations: The career counsellor should have prepared a report for each woman participant in the workshop including some information about suggested job categories that match women’s personality traits and skills.

Implementation of individual consultations:

- Women arrive at the time of their appointment with the career counsellor for their individual consultation. The career counsellor initiates the discussion based on the report and their results from the completed questionnaires. The career counsellor explains the contents of the report to women focusing on personality, skills and interests. After explaining the results from the tests, they suggest career paths that suit the woman participant.

Additional remarks	The workshop can be conducted in person or online. Please ask participants to bring their CV (if they have one).
Useful references for the instructor and/or adaptation of content by	Cattell, H. E. P., & Mead, A. D. (2008). The Sixteen Personality Factor Questionnaire (16PF). In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), <i>The SAGE handbook of personality theory and assessment</i> , Vol. 2. Personality measurement and testing (pp. 135–159). Sage Publications, Inc. https://doi.org/10.4135/9781849200479.n7 EQUAL project



**partners if
needed**

Harmon, L. (1985). Ohio Vocational Interest Survey. *Measurement and Evaluation in Counseling and Development*, 17(4), 224–226.

Holland, J. L., & Gottfredson, G. D. (1994). *CASI: Career Attitudes and Strategies Inventory: An inventory for understanding adult careers*. Odessa, FL: Psychological Assessment Resources

Greek:

Αργυροπούλου, Κ. (2019) *Επαγγελματικός Προσανατολισμός & Λήψη Επαγγελματικών Αποφάσεων*. ΓΡΗΓΟΡΗ



Adult learning opportunities

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Career Training Guidance
Practical Activities Title	Adult learning opportunities
Developed by (PITCH partner)	SYMPLEXIS
Setting of delivery	Face-to-Face
Adaptation of previous material:	NONE
Type of activity	Thematic session with guest speakers
Resources needed	The facilitators before organising the session “Adult learning opportunities” need to confirm the participation of guest speakers who ideally derive from relevant educational and training institutions in lifelong learning areas from the community. It is also possible that facilitators ask women who intend to attend the session who they would like to have as invited speakers and from which institutions. This will enable the thematic session to be more focused on womens’ educational and training interests.
Duration	3 hours
Learning Objectives	The thematic session of “adult learning opportunities” aims to: provide women information about adult and lifelong learning opportunities, provide information about relevant educational and training institutions in the community, inform them about criteria and necessary requirements (if any) for lifelong learning.
Description	<i>Preparation for the thematic session:</i> -The facilitators before organising the session, “Adult learning opportunities”, need to confirm the participation of guest speakers who ideally derive from relevant educational



and training institutions in the sector of lifelong learning from the community (e.g. Municipality Language School, Second chance schools, trainers in VET sector etc.)

Implementation of thematic sessions with guest speakers

Guest speakers in their presentations should address the following topics:

Why is adult learning and education important?

A short presentation of the institution they represent including aims and scope

What is the pathway for accepting adult learners in their institutions (what is the process applicants need to follow, what paperwork is needed, etc.)

What are the criteria/necessary requirements adult learners should have to be accepted in these institutions?

How is this type of education useful in women’s future personal and professional steps?

What are the qualifications they get upon successful completion of the programme of studies?

What type of difficulties women may face?

Useful tips/suggestions they can provide to women participants (these tips can derive from frequently asked questions)

After each presentation a short discussion can be initiated so that women participants are encouraged to ask any questions and resolve their queries.

Further to the end of the thematic sessions, women can provide evaluation about each session and write comments.

Additional remarks	NONE
Useful references for the instructor and/or adaptation of content by partners if needed	<p>Karalis, T. & Pavlis-Korres, M. (2009) Lifelong Learning in Greece: A Critical Review of Policies and Institutions. In M.P. Carltone (Ed.) <i>Handbook of Lifelong Learning Developments</i> (pp.375-385). Nova Publishers.</p> <p>EAEA (2011): Country report Greece. (Helsinki). https://eaea.org/wp-content/uploads/2018/01/greece_country-report-on-adult-education-in-greece.pdf</p> <p>EAEA (2014) Engaging new learners in adult education. https://eaea.org/wp-content/uploads/2018/01/oed_engaging-new-learners-in-adult-education.pdf</p>



Peer to Peer Mentorship

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Career Training Guidance
Practical Activities Title	Peer to Peer Mentorship
Developed by (PITCH partner)	SYMPLEXIS
Setting of delivery	Face-to-Face
Adaptation of previous material:	MoreThanAJob https://enicbcmmed.eu/projects/morethanajob
Type of activity	Meetings
Resources needed	-The facilitators before organising “Peer to peer mentorship” need to know the occupation and nationality of migrant women participants (e.g. housework, economics, teaching, etc.) in order to match mentors with mentees or invite other women mentees with corresponding and relevant working experience in the fields of interest who can act as mentors. -Large white papers and coloured pens
Duration	3 hours
Learning Objectives	The meetings with mentors will: -provide information to participants about relevant professional experiences from other women in the field. -help women understand difficulties they may face in their professional areas and be prepared. -provide women a deeper understanding of their professional field of interest -enable women to receive guidance and advice from peers.



Description

Preparation for the meetings

Facilitators need to know the exact number of women participants in this activity and have information about their age, nationality and occupation. This information is important because it will define the profile of women who can act as mentors. It is possible that mentors derive either from the pool of women participants, or from the community as invited participants. The matching between mentors and mentees should be decided prior to the day of the activity implementation.

Selected mentors will need to receive information and guidance from facilitators on what they need to do on the day of the activity and when the meetings will take place. It is suggested no more than 10 peer meetings to be conducted during the implementation of the activity. (e.g. 10 mentors to be matched with 10 mentees to form working pairs).

Preparatory work/meeting with mentors should include:

Understanding of their role and responsibilities (what a mentor can do and cannot do, setting boundaries etc.)

Understanding of their impact on mentees

Managing mentees' expectations

Setting realistic goals and management of difficulties

Implementation of meetings

-The facilitator asks mentors and mentees to introduce themselves to the team and say a few words about themselves, their background and their work experience.

-Mentors and mentees get together in working pairs and start discussions on:

Current professional experience of mentees

Any concerns mentees may have

Suggestions on managing mentees' difficulties

Goal setting of mentees

The above topics can be portrayed with a drawing/diagram (or any other visual aid) that the mentor and the mentee will create together in order to present to the team the outcomes of their discussion in an illustrative way.

Each working pair presents to the team their illustration by briefly summarising their discussion on the above topics.

This activity may be enriched with any dissemination activities the Municipality may organise (for example during the Career4all day organised by the Municipality of Neapolis-Sykeon, other NGOs and organisations can be invited to attend by also bringing their mentors and thus, enable a social interaction and formation of wider networks between mentors and mentees).

Additional remarks	
Useful references for the instructor and/or adaptation of content by partners if needed	ENI CBC MED PROGRAMME – MoreThanAJob Project: Reinforcing social and solidarity economy for the unemployed, uneducated and refugees. https://enicbcmed.eu/projects/morethanajob



Qualifications – certifying existing education

Activity	No.
Cluster	Awareness raising/Guidance cluster
Path	Career training guidance
Workshop title	Qualifications – certifying existing education
Developed by (PITCH partner)	SYMPLEXIS
Setting of delivery	Face-to-Face or Synchronous Online via a meeting platform (e.g. MS Teams, Zoom etc.)
Adaptation of previous material:	NONE
Type of activity	Thematic session with invited speaker
Resources needed	An expert speaker on the topic
Duration	3 hrs
Learning Objectives	<p>This thematic session aims to:</p> <ul style="list-style-type: none"> provide essential information to women participants on the local context of professional qualifications framework inform women of legally protected professions and licences needed inform women about the official processes and organisations involved in the process of recognition of academic and professional qualifications.
Description	<p><i>Preparation for the thematic session:</i></p> <p>This thematic session will be led by a guest speaker-expert on the topic (e.g. lawyer, consultant, etc.) The speaker should have excellent knowledge of the local process and framework and should have experience on managing such cases.</p> <p><i>-Implementation of the thematic session:</i></p>



- The thematic session can be implemented face to face or online via synchronous online meeting platforms such as zoom, MS Teams etc.
- The speaker should use visual material (powerpoint slides) and should also present relevant case studies that he/she/it has managed.
- Case studies may involve anonymous cases of individuals with different professional qualifications and the processes followed for recognition of their professional qualifications at the local framework.

At local context national bodies (such as DOATAP, A.T.E.E.N etc. in Greece) should also be mentioned and their roles in the process should be analysed.

-A discussion can be then initiated aiming to resolve any relevant questions that women participants may have.

Additional remarks	N/A
Useful references for the instructor and/or adaptation of content by partners if needed	<p>Please refer to local national bodies and relevant organisations. Indicatively in Greece:</p> <p>https://www.doatap.gr/home_english/</p> <p>https://www.gov.gr/ipiresies/ekpaideuse/anagnorise-titlou-spoudon/anagnorise-ptukhiou</p> <p>https://www.minedu.gov.gr/ateen</p>





symplexis



Sevilla.



Δήμος Ύψωνα

