



PITCH Activity-Clusters

D3.2 Upskilling Cluster - Consolidated learning material



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Deliverable information

Project acronym	Pitch
Project title	Pitch, a model for gender-sensitive integration strategies based on Personalised, participatory, local, and multi-stakeholder approaches
Project number	Grant Agreement No. 101038534 — PITCH — AMIF-2020-AG
Project time frame and duration	01.01.2022 – 31.12.2024
WP	WP3: Pilot-testing of local integration strategies featuring personalised integration roadmaps for migrant women
Task	Activity 3.3: Development of PITCH activity-clusters
Deliverable	D3.2 Four consolidated learning packages with material for upskilling cluster
Status	Final version
Version number	V05.
Deliverable responsible	Symplexis
Dissemination level	Public
Date of submission	28th Sept 2023



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The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Grant Agreement No. 101038534 — PITCH - AMIF-2020-AG



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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.



Upskilling Cluster

The upskilling cluster aimed to include activities pertinent to today's labour market in order to foster migrant women's autonomy and help them integrate in the host country. The upskilling cluster involved four paths: a) Language skills, b) Digital skills, c) Employment-related skills and d) Entrepreneurial skills. Language skills contained activities that aimed to provide a non-formal, speaking-oriented training on the local language of the host country. Digital skills refers to training activities on basic digital skills, such as using email, internet, creating and sending basic documents, as well as the concept of internet safety. Employment related skills aimed to provide the necessary skills to participants to prepare a CV and a cover letter and prepare for a job interview. Finally, entrepreneurial skills focused on the concept of preliminary entrepreneurial skills, creative thinking, and idea generation and development. A summary table of all the activities under each path is provided below.

Table 1: Upskilling cluster

PATH	Total number of sessions and duration	Activity duration	Activities
Language skills	6 sessions (TOTAL 20 hours)	3 hrs	<i>Key vocabulary</i>
		3,5hrs	<i>The Echo of Stories</i>
		4 hrs	<i>Trivia games, board games</i>
		3 hrs	<i>Digital terms</i>
		3 hrs	<i>Let's Navigate through finance</i>
		4 hrs	<i>Walking through history</i>
Digital skills	7 sessions (TOTAL 20 hours)	2 hrs	<i>Exploring the world of e-mail</i>
		3 hrs	<i>Safe use of internet</i>



		3 hrs	<i>Apps are our allies</i>
		2 hrs	<i>Creating basic documents</i>
		3 hrs	<i>Creating a bank account</i>
		3 hrs	<i>Canva: Empowering creativity with simplicity</i>
		1,5 hr	<i>Creating social media accounts</i>
		2,5 hrs	<i>Mastering the Excel basics: 10 essential skills</i>
Employment-related skills	7 sessions (TOTAL 22 hours)	4hrs	<i>Role-play for job interview</i>
		4hrs	<i>Writing a CV</i>
		3hrs	<i>Labour market integration: How to prepare a cover letter</i>
		3hrs	<i>Networking with employers</i>
		3hrs	<i>Online job applications</i>
		3hrs	<i>Essential information before entering the labour market</i>
		2hrs	<i>SMART planning for employment success</i>
Entrepreneurial skills	6 sessions (TOTAL 21 hours)	3hrs	<i>Developing your entrepreneurial business plan</i>
		3hrs	<i>Business incubators: presentation, workshop and study visit</i>
		3hrs	<i>Administrative and legal aspects</i>
		4hrs	<i>Funding opportunities</i>
		3hrs	<i>Inspiring entrepreneurial success stories</i>
		5hrs	<i>Assessing your entrepreneurial skills & pitching your business idea!</i>

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



Language skills

Key Vocabulary

Activity	No.
Cluster	Upskilling
Path	Language skills-Key Vocabulary
Workshop title	Let's discover language through stories and music
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face, open space for breaks.
Adaptation of previous material:	The Taste of Fusion Learning project
Type of activity	<ol style="list-style-type: none">1) Theoretical introduction through a <i>workshop on the importance of memorization and the multi-sensory approach</i> (learning a language through the use of senses, such as memory and sounds)2) Activities to put multi-sensory approach in practice3) Feedback on the multi-sensory approach
Resources needed	Marker(s) and a large sheet of paper, pens, notebooks, pieces of paper, computer and projector.
Duration	2-3h (with breaks included to reflect on what has been learnt)
Learning Objectives	<p><u>Activity 1: "The story of our names"</u></p> <ul style="list-style-type: none">• Facilitate the learning of a language through engaging activities and language of 5 senses that is a common language in all societies.



- Allows you and the other women to highlight a person's origins, as well as her family or regional history;
- Underlines the similarities within a group of different women.

Activity 2: Meals relate with celebrations

- Connect memories with new recipes;
- Learn new words related to gastronomy;
- Discover new dishes and important festivities of other cultures.

Description

Workshop: no more than 30-40 minutes in order to keep the attention high. Before starting the trainer could briefly introduce women to what they are going to do during 2 hours. Afterwards, the trainer will take care of creating a safe learning environment, by asking women to share one of their dreams (the trainer might start to break the ice) or planning for the future. Once concluded, the trainer can introduce women to the importance of memorization and involve them in an informal conversation first (e.g. why do you think memorization matter? In what situations? Practical examples). Then, the trainer can start by delivering the workshop in a way that women can jump in and contribute whenever they feel comfortable.

Here below, CESIE offers a list of activities that might be used also during the workshop if the facilitator feels women's attention is not high.

Activity 1: "The story of our names"

Duration: 20 min

N° participants: max 15

Instructions:

- 1) Split the participants in groups of 2/3.
- 2) Ask each woman to present the story of their first name to her group members. Useful insights to lead the conversation: *where does the name come from, whether it has a particular meaning, why their parents/relatives chose that specific name, whether they like them*).
- 3) In turn, one woman presents the story of her group members to the whole team and writes down those names on a large sheet of paper that will be hung on the wall throughout the workshop to foster memorization.

Activity 2: Meals relate with celebrations (2 parts: individual and in pairs)

Duration: 60 min

N° participants: 15

Instructions:

Some preparation prior to the activity is needed here. Indeed, the trainer should ask women who were involved in the PITCH project the most famous dishes in their countries of origin, or if not possible just their favourite dishes.

- 1) Women will be given some papers to take notes and then the facilitator will project for 1 min or for more (depending on the women's needs) on the screen 10 images of typical



	<p>dishes of the countries of origin (drinks or desserts are included) of the women involved in the activities. Dishes from the host country will also be included.</p> <p>2) On the papers they were given, women will have to try to remember as many food dishes as possible individually. Once the time is up they have to write on a sheet of paper the maximum number of dishes they remember. They can either write down the name of the dish, or the ingredients or being able to describe them in some way. The trainer will give them approx. 5 - 10 minutes.</p> <p>3) Once concluded, the trainer will take notes of the dishes they have remembered on a blackboard and write down under each dish the number of people who have remembered it. The facilitator will pick the dishes that have been remembered.</p> <p>4) The facilitator will go through the dishes once again and with the support of women when that specific dish is eaten will be clarified, and in which culture is known.</p> <p><u><i>II part</i></u></p> <p>The facilitator can split the group in pairs and assign to each group of 2 people 2 dishes and the women will write a description of the dishes.</p> <p>Once concluded with the descriptions, whoever feels comfortable can play to guess the dish by reading the description of the dish.</p> <p>Lastly, the facilitator will review the new words and expressions learnt and ask informal feedback on how women found the activities, if they felt comfortable and engaged playing and if they expected that specific methodology might be helpful.</p>
<p>Additional remarks</p>	<p><i>Activity 1</i> reduces the stress for participants to present themselves in front of the group, as it is her partner who does it.</p> <p>In addition with this, the trainer will be supportive in the describing process of women, and also he/she will give time and space for women to share favourite dishes or memories on the dishes (a probable situation that would align with the objective of the activity as well as the whole project).</p>
<p>Useful references for the instructor and/or adaptation of content by partners if needed</p>	<p>https://cesie.org/media/tofl-multisensory-program.pdf (for the workshop on the importance of memorization and introduction to multisensory approach).</p> <p>https://cesie.org/media/tofl-language-literacy.pdf</p>



The echo of Stories

Activity	No.
Cluster	Upskilling
Path	Language skills
Workshop title	The Echo of Stories
Developed by (PITCH partner)	CESIE
Setting of delivery	Open spaces preferred or regular room
Adaptation of previous material:	None
Type of activity	Peer-to-peer activity
Resources needed	Poster, pens, paper sheets
Duration	3 hrs
Learning Objectives	These activities aim to: Improve language and cultural skills of women in the local language; Create a safe and warm environment to share ideas and stories;
Description	<p><i>Circle Discussion (1hr)</i></p> <p>In a poster, the facilitator (a project manager or mediators) will write some useful expressions to tell a story in the local language (For suggestions, please check here). After this, the facilitator or the mediator(s) invites participants to create a circle, better if sitting on the ground and starts by sharing a happy or relaxing life event or moment. Including music and food is encouraged.</p> <p>The facilitators/mediators will underline the importance of the tradition of telling stories in all cultures (especially in case of beginner language learner participants) and will make an example of famous children's story in his/her/their cultures. In addition to this, facilitators</p>



will invite attendees to tell their favourite childhood story and to reflect on the possible message of that story.

Stories (1h)

1 famous children’s story per group within the host country context and language will be selected and will be given to the participants, who will read them and try to understand the message behind it.

In turns, groups will be encouraged to tell the story they were given (they can perform it if they prefer).

Creation of a Story (1h)

2-3 women per group will work on creating a very short story. In this process, the facilitators will support the women in the development of the stories and will encourage them to take inspiration to the most common expressions when telling a story (mentioned above).

At the end of the activity, women will be encouraged to share their stories, they can either read it or perform it.

Additional remarks

In the 1st part, facilitators will guide the process of sharing stories, as well as the identification of the message behind the stories.
In the 2nd part of the activity “Stories”, when sharing the story, they can also perform it, if they feel comfortable.

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

Children’s Stories from all over the world examples: <https://theculturetrip.com/middle-east/iran/articles/13-delightful-childrens-stories-from-around-the-world>
Useful expressions to tell a story: <http://languagelearningbase.com/85269/telling-stories-sequencing-your-ideas>



Playing is sharing

Activity	No.
Cluster	Upskilling
Path	Language skills
Workshop title	Playing is sharing
Developed by (PITCH partner)	CESIE
Setting of delivery	Face-to-face, hybrid, online, All
Adaptation of previous material:	GEM-Game for EuroMed
Type of activity	Games, group activities
Resources needed	Mobile phones, laptops, cards, board games
Duration	4h
Learning Objectives	The activities will promote intercultural dialogue and improve women's knowledge on cultural knowledge of their host countries.
Description	<p><i>Suggested activities:</i></p> <p><i>Trivial Pursuit</i> (it will provide players with knowledge on geography, entertainment, history, arts and literature, science and nature, sports and leisure);</p> <p><i>Dixit</i> (this game might be used as a starting point to invent stories);</p> <p><i>Taboo Pursuit</i> (depending on the participants' level of the local language);</p> <p><i>Socrates game</i>. Instructions can be found on this link (in English, Italian and Arabic);</p> <p><i>Music Trivia</i>. The facilitator could create a link of the most famous Italian songs of all times of different genres (here players can be encouraged to sing and dance through karaoke or open spaces where they can move). To make the game more playful, each attendee could be encouraged to choose 1 or 2 songs which they think represent their culture/country of origin.</p>



Photography contest. The facilitator could ask participants to look for pictures that represent both the country of origin and the host country the most. They can either work in groups or individually and then if they feel comfortable they might share the picture they chose and explain it to the rest of the group.

Additional remarks

The activities can either be downloaded on mobile phones, or physical board games if available.

In addition to this, it is important to highlight that even though these activities are aimed to offer participants with knowledge on the culture of the host country, it is important to remember that the facilitator should create an environment where women feel comfortable in sharing similarities and differences on specific habits/traditions of their countries of origin compared to the local contexts they are currently living in. This could contribute to creating a safer and more friendly environment while having fun.

For each game, the facilitator(s) might add some rewards to make the game more enjoyable.

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

<https://cesie.org/en/project/gem/gem-instruction-sheet.pdf>

<https://teambuilding.com/blog/trivia-night>



Navigating with technology

Activity	No.
Cluster	Upskilling
Path	Language skills
Workshop title	Navigating with technology!
Developed by (PITCH partner)	CESIE
Setting of delivery	face-to-face, hybrid, online, All
Adaptation of previous material:	DISC-Digital Skills for Integration and Active Citizenship LLSC Community Tech Connect Curriculum Outline/Suggested Order of Topics
Type of activity	Workshop and learning-by-doing approach (to be delivered in different days. Ideally, the same workshop can be implemented in smaller groups to ensure larger participation, more attention to the women who attend and the availability of proper resources). It is important to take into consideration that women attending the workshop might have different levels of knowledge with regards to digital literacy. Provide more than 1 workshop if needed.
Resources needed	Projector, pens, laptops/tablets, markers, A3 paper
Duration	3 h
Learning Objectives	This workshop: Teaches how to overcome the fear or distrust of computers (in case women participating cannot use a computer) Provides a basic glossary of the most important digital terms (also women who are already familiar with using computers might need the glossary in terms of technical language skills of the language of the host country) Empowers women to improve their digital skills underlying the huge potential coming from learning the digital language of the host country for social and professional benefits (all women)
Description	The workshop can start with a brainstorming of the importance of digital literacy in terms of social and professional opportunities. The facilitator will open a conversation and give



	<p>some inputs, but women should be encouraged to contribute (if they feel comfortable to do it). Consider that there might be attitudes of fear and distrust regarding technology. Topics to cover could be the following:</p> <ul style="list-style-type: none"> How to switch on/off a computer; The parts of a computer; How to use a keyboard; What is Internet; What is a password and how to create a strong one; What is an Internet browser and the main functions on it; What social media is and the common sites; What can I use social media for (social opportunities); Recommendations on how to stay safe on social media What Microsoft Office and Microsoft Word are How to use some of the basic tools in Microsoft Word What a file is and how to save and organize files <p>All these topics are just guidelines that the facilitator can expand or adapt to the needs or interests of the women participating in the workshop. A glossary of the key words in the local language of reference regarding technology and the topics covered will be offered.</p>
Additional remarks	<p>The workshop can be conducted in person or offline, but face-to-face learning experience is highly preferred due to basic/intermediate level in digital literacy in the language of the host country that women might have (there can be exceptions).</p>
Useful references for the instructor and/or adaptation of content by partners if needed	<p>https://irp.cdn-website.com/1a9192fe/files/uploaded/LLSC%20Digital%20Curriculum%20Suggested%20Order%20of%20Topics%20Updated%20March%202021.pdf</p> <p>An example of glossary can be found here: https://lvpl.org/wp-content/uploads/2020/06/What-the-Tech-dictionary.pdf</p>



Let's navigate through finance

Activity	No.
Cluster	Upskilling
Path	Language skills
Workshop title	Let's navigate through finance
Developed by (PITCH partner)	CESIE
Setting of delivery	face-to-face, hybrid, online, All
Adaptation of previous material:	PLOUTOS-cooPeration for achieving third country nationals' financial independence through financial literacy tools and entrepreneurship bootcamps
Type of activity	Workshop/group discussion/group and individual activities
Resources needed	pens, markers, A3 paper, tablets, projector
Duration	3h
Learning Objectives	<p>This workshop on finance:</p> <ul style="list-style-type: none"> Provides women with financial vocabulary and tools necessary to navigate their daily lives; Encourages women to be more financially aware and independent; Orients women in the financial and banking system within the local communities in which they are living in;
Description	<p><u>Brainstorming through activity(ies)</u></p> <p>The facilitator(s) will open the workshop by asking participants what makes the financial knowledge so important in everyone's daily lives and women will be asked to try to define finance (even just through key words and ideas coming up in their minds).</p> <p><u>Workshop</u></p> <p>Introduction to financial terms (budget, debt, deficit, investment, financial protection, income, savings, expenses, surplus);</p>



	<p>What is a personal budget and how to properly manage it (Tips or interesting videos to watch)</p> <p><u>Activities to put in practice what participants learnt</u></p> <p><i>Group Activity or in pairs.</i> A text containing the expenses of a family with a table to fill and at the end of the exercise participants are asked to calculate the income and expenditures.</p> <p><i>Individual activity.</i> Participants will take time to reflect on their monthly expenditure/expenses (childcare, bills, savings, restaurants etc) and a table will guide them in the process of being more aware and to manage their personal budget more properly). At the end of the exercise, participants will reflect whether they faced a surplus or a deficit.</p>
<p>Additional remarks</p>	<p>The first part of the workshop can be delivered in a more playful way. For example, women can be asked to sit in circle and to mention a single word or idea, or a sentence they come up with when hearing the word “finance”. In this activity, the only rule is to not repeat the word that the other participants have already mentioned.</p> <p>During the workshop, it is key to always try to engage with participants, by asking whether they have personal experiences they wish to share or whether they can give other participants tips based on lessons learnt.</p> <p>At the end of the activity, a glossary with the words used can be shared with participants or it might be interesting to plan a final activity where participants are asked to use the new words learnt.</p>
<p>Useful references for the instructor and/or adaptation of content by partners if needed</p>	<p>https://ploutosproject.org/wp-content/uploads/2023/02/PLOUTOS_WP2_Business-Language-Curriculum_EN_design-PLOUTOS-1.pdf</p>



Walking through history

Activity	No.
Cluster	Upskilling
Path	Language skills
Workshop title	Walking through history
Developed by (PITCH partner)	CESIE
Setting of delivery	In person, parks, open spaces
Adaptation of previous material:	Scuole Migranti http://www.scuolemigranti.org/esperienze-fuori-classe/
Type of activity	City walk and presentation
Resources needed	Notebooks, basic glossary, mobile phones to take pictures, city/town/village map, pens, markers, posters, sheets of paper, blackboard/flipchart
Duration	4h (2h in the open air, 2h of presentation)
Learning Objectives	The city/town tour: Raises awareness on the cultural and historical heritage of the city/town women are currently living in, with an emphasis on the influences of different cultures; Provides them with glossary related to history and culture; Provides with words necessary to express themselves and their opinions;
Description	The city/town/village tour will last 2 hours (with breaks in parks) and will have different stops, depending on the local context of reference, but it is key to include important meeting places of different cultures (in terms of religious, shopping places etc). Participants will be split into 2-3 groups, depending on the number of women taking part in the activity (make sure they come from different linguistic and cultural backgrounds) and each group will be assigned with some specific places where they need to go first (the path will be structured in a different way) and they will be provided with some words that are necessary to use, when discussing history and cultural heritage.



2h Post-activity discussion and Activity

At the end of the city/town tour, the different groups will be asked to write or to give some key words to describe the experience or to comment on something they particularly appreciated or that they noticed and feel they want to share. The evaluation part can be done orally or on papers.

These words might be put into a game (Taboo for example) where women could test and use the new words learnt in a sentence and memorise the context for that specific word.

Additional remarks

If possible, it could be more engaging to involve a representative/person of reference of the stops throughout the city walk for credibility purposes.

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

<http://www.scuolemigranti.org/esperienze-fuori-classe/>



Digital skills

Exploring the World of Email

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	“Exploring the World of Email”
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face
Adaptation of existing material:	-
Type of activity	Workshop
Resources needed	Computers with internet access Paper and pens Printed examples of emails /PPT slides with screenshots of emails
Duration	2 hrs
Learning Objectives	<ol style="list-style-type: none">1. Familiarise women migrants with the basic concepts and functionalities of email.2. Enable participants to create their own email accounts.3. Teach participants how to compose and send emails, including writing subject lines, composing the body of the message, and adding attachments.4. Demonstrate the importance and practical applications of email in their daily lives, such as communication with family, friends, and accessing opportunities.



5. Enhance participants' digital literacy skills by introducing them to a widely used communication tool.
6. Encourage participants to practise and gain confidence in using email through hands-on activities and exercises.
7. Promote collaboration and peer learning by encouraging participants to exchange email addresses, interact with each other through email, and seek support from their peers.
8. Foster a positive and inclusive learning environment where participants feel comfortable asking questions and seeking assistance.
9. Provide participants with practical tips and guidelines for using email safely and effectively.

Description

Introduction (15 minutes):

- a. Welcome the participants and introduce yourself briefly.
- b. Explain the objective of the activity: to teach them how to use email as a communication tool and connection in their daily lives.
- c. Emphasise the importance of email in today's society and how it can facilitate communication with family, friends, and opportunities.

Brief theoretical presentation (20 minutes):

- a. Explain the basic concepts of email, such as email addresses, subjects, the body of the message, and attachments.
- b. Show printed examples of emails so that participants can visually familiarise themselves with their structure.

Creating email accounts (30 minutes):

- a. Assist participants in creating their own email accounts if they don't have one. You can use free email providers and explain the steps to register an account.
- b. Ask participants to write down their email addresses on paper to practise and remember them.

Practical exercises (45 minutes):

- a. Divide participants into pairs or small groups.
- b. Provide each group with a list of activities to be done using email, such as sending a message to a friend or family member, sending an attachment, or subscribing to a mailing list.
- c. Circulate among the groups to provide support and answer questions as they perform the activities.
- d. Encourage participants to exchange email addresses with each other and practise sending messages during the activity.

Closing and reflection (10 minutes):

- a. Gather all participants and facilitate a brief discussion about their experiences and challenges during the activity.



	<p>b. Provide some final tips on safe and effective use of email.</p> <p>c. Thank the participants for their participation.</p>
Additional remarks	-
Useful references for the instructor and/or adaptation of content by partners if needed	-



Safe use of internet

Activity	No. A3.3
Cluster	Upskilling cluster
Path	Digital skills
Workshop title	Safe use of internet
Developed by (PITCH partner)	ZRS
Setting of delivery	face-to-face / hybrid / online
Adaptation of previous material:	Useful links connected to previous project BASE and Keep Me Safe
Type of activity	Presentation/group discussion/workshop
Resources needed	Computer or tablets, projector, whiteboard, markers, etc.
Duration	3 hrs
Learning Objectives	<p>This workshop:</p> <ul style="list-style-type: none"> ● Explains how to safely use the internet and navigate through some basic websites. ● Presents examples of internet abuse and provides detailed lecture/workshop about avoiding cyberbullying, scams. ● Involves a guest speaker who explains how to use the internet in a safe way (connecting to wi-fi, avoiding scams, protecting personal data, etc.) ● Offers a list of support services in the area to learn more about safe use of the internet, also offering access to computer rooms.
Description	



- Rent a room with computers or provide tablets for each participant (or pairs). Make sure the women know basic use of keyboard, mouse clicks, etc. If not, first demonstrate these basics.
- If the workshop is held online, make sure all of the participants have access to the internet and are familiar with Zoom/Teams/Skype.
- Monitor closely if the participants can follow the course of the workshop and if they understand the explanation.
- Demonstrate how to safely open some basic websites on the projector/screen.
- Show a PowerPoint or similar presentation about the possible dangers of the internet, scams, differences between safe and unsafe websites, etc.
- Explain cyberbullying.
- Invite a guest speaker who explains how to use the internet in a safe way (connecting to wi-fi, avoiding scams, protecting personal data).
- Encourage migrant women to talk about their possible negative experience with the use of the internet.
- Ask each participant to safely navigate through the internet based on a topic of their choice to make sure the workshop is really useful for them.
- At the end, hand out flyers with some useful tips, contacts and workshop summary.

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://my-estart.eu/wp-content/uploads/2022/09/CourseManual_EN.pdf
- https://safe.si/sites/default/files/plakat_safe_final_a3.pdf
- <https://www.betterinternetforkids.eu/>



Apps are our allies!

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	Apps are our allies!
Developed by (PITCH partner)	CESIE
Setting of delivery	face-to-face, hybrid, online, All
Adaptation of previous material:	
Type of activity	Workshop
Resources needed	Projector, mobile phones
Duration	3 h
Learning Objectives	This workshop provides women with knowledge on how to download apps on their mobile phones and how they can be useful in their daily lives.
Description	<p>The facilitator will start by discussing with attendees, whether they are familiar with apps and in what way they think apps can make their daily lives easier, and what apps they use.</p> <p>The workshop will follow with an introduction on how to download apps, based on the operating system of participants' mobile phones. The facilitator could provide a list with the main free apps.</p> <p>It could be interesting to add less common apps, such as Kakebo aimed to keep track of monthly expenses for example or other apps to check whether there are discounts on food for example or events in town.</p>



In addition with this, it would be useful to provide and test together the apps on how to improve linguistic skills or how to take notes of new words of the language of the host country that women have learnt. Here some apps are suggested: [Quizlet](#).

Take care of mentioning apps related to physical health (sports goals) or meditation or books.

**Additional
remarks**

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



Creating basic documents

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	“Creating basic documents”
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face
Adaptation of existing material:	-
Type of activity	Workshop
Resources needed	Computers with word processing software (e.g., Microsoft Word, Google Docs) Paper and pens
Duration	2 hrs
Learning Objectives	<ol style="list-style-type: none"> 1. Familiarise participants with word processing software and its basic functionalities. 2. Enable participants to create and format basic documents using word processing software. 3. Teach participants how to open, save, and retrieve documents, ensuring they understand the importance of document management. 4. Provide participants with essential skills in text formatting, such as changing font styles, sizes, and colours, as well as applying basic formatting elements like bold, italics, and underlining. 5. Introduce participants to creating lists, such as bullet points or numbered lists, to organise information effectively. 6. Demonstrate how to add and manipulate images in documents, including resizing, positioning, and formatting.



7. Foster participants' creativity and encourage them to personalise their documents by using appropriate formatting and design elements.
8. Emphasise the importance of clear and concise communication through effective document creation.
9. Enable participants to create documents commonly used in personal and professional settings, such as letters, resumes, or simple reports.
10. Promote collaboration and peer learning by providing opportunities for participants to share their documents and provide feedback to each other.
11. Boost participants' confidence in using word processing software and their overall digital literacy skills.
12. Provide practical tips and guidelines for organising and structuring documents effectively to enhance readability and comprehension.

Description

Introduction (15 minutes):

- a. Welcome the participants and introduce yourself briefly.
- b. Explain the objective of the activity: to teach them how to create basic documents using word processing software.
- c. Emphasise the importance of document creation skills in various aspects of their lives, such as writing letters, resumes, and other personal or professional documents.

Brief theoretical presentation (20 minutes):

- a. Explain the basic concepts of word processing, such as opening and saving documents, formatting text, using basic editing tools, and adding images.
- b. Show examples of basic documents, such as letters or simple resumes, to give participants a visual understanding of their structure and formatting.

Hands-on practice (60 minutes):

- a. Provide participants with computers and open word processing software.
- b. Guide participants through a step-by-step process of creating a basic document, such as a personal letter.
- c. Demonstrate how to format text, change font styles and sizes, create lists, and add basic formatting elements like bold, italics, and underlining.
- d. Encourage participants to follow along and ask questions as they practise creating their own basic documents.
- e. Circulate among participants to provide individual support and guidance.

Sharing and feedback (20 minutes):

- a. Ask participants to share their created documents with the group.
- b. Provide an opportunity for participants to give feedback and suggestions to each other.
- c. Facilitate a brief discussion on the importance of clear and effective document creation, as well as the potential applications of these skills in their personal and professional lives.

Closing and reflection (5 minutes):



	<ul style="list-style-type: none"> a. Summarise the key points covered in the activity. b. Answer any final questions or concerns from participants. c. Thank the participants for their active participation and encourage them to continue practising their document creation skills.
Additional remarks	-
Useful references for the instructor and/or adaptation of content by partners if needed	-



Creating a bank account

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	“Creating a bank account”
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face
Adaptation of existing material:	Additional source for delivering this activity: English speaking video on opening a bank account: https://youtu.be/uGs6CSlkc8Q
Type of activity	Workshop
Resources needed	Computer with internet access Sample bank account application forms (printouts or online access) Paper and pens
Duration	3 hrs
Learning Objectives	<ol style="list-style-type: none"> 1. Knowledge of banking services: Participants will gain an understanding of different banking services, such as savings accounts, checking accounts, and electronic banking. They will learn about the benefits and features of having a bank account and the role it plays in managing personal finances. 2. Familiarity with account creation process: Participants will become familiar with a step-by-step process of creating a bank account, including the necessary information and documentation required to complete an account application form. They will understand the importance of accuracy and completeness when providing personal details. 3. Application of account creation skills: Participants will apply their knowledge by completing their own bank account application forms during the activity. They will practise filling out the necessary information accurately and in compliance with banking requirements.



4. **Effective communication skills:** Through role-playing and scenario-based exercises, participants will develop effective communication skills related to opening a bank account. They will practise asking relevant questions, providing necessary documents, and engaging in interactions with bank representatives.
5. **Understanding banking requirements:** Participants will gain an understanding of the common requirements for opening a bank account, such as identification documents and proof of address. They will learn about the importance of meeting these requirements to ensure a smooth account opening process.
6. **Empowerment in financial management:** By creating their own bank accounts, participants will gain a sense of empowerment in managing their personal finances. They will recognize the benefits of having a bank account, such as enhanced financial security, access to banking services, and opportunities for savings and transactions.
7. **Peer learning and exchange of experiences:** Through group discussions and sharing, participants will have the opportunity to learn from each other's experiences and perspectives related to banking and account creation. They will benefit from the collective knowledge and insights within the group.
8. **Confidence in engaging with banking institutions:** Participants will gain confidence in engaging with banking institutions, understanding the account creation process, and asking relevant questions. They will be better prepared to navigate the banking system and seek assistance when needed.
9. **Awareness of financial inclusion:** Participants will develop an awareness of the importance of financial inclusion and how having a bank account can contribute to their overall financial well-being. They will recognize the value of accessing banking services and the potential opportunities it brings.

Description	<p>Introduction (15 minutes):</p> <ol style="list-style-type: none">a. Welcome the participants and introduce yourself briefly.b. Explain the objective of the activity: to guide them through the process of creating a bank account.c. Highlight the importance of having a bank account for managing finances, accessing services, and enhancing financial security. <p>Overview of banking services (15 minutes):</p> <ol style="list-style-type: none">a. Provide a brief introduction to different banking services, such as savings accounts, checking accounts, and electronic banking.b. Discuss the benefits and features of having a bank account, including online banking, ATM access, and debit cards.c. Explain the common requirements for opening a bank account, such as identification documents and proof of address. <p>Step-by-step account creation process (1 hour):</p>
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- a. Distribute or display sample bank account application forms.
- b. Guide participants through the step-by-step process of creating a bank account, explaining each section of the form.
- c. Explain the required information, such as personal details, identification numbers, contact information, and signature.
- d. Emphasise the importance of accuracy and completeness when filling out the application form.
- e. Answer participants' questions and provide assistance as they complete their own application forms.

Role-playing and scenario-based exercises (50 mins):

- a. Divide participants into pairs or small groups.
- b. Assign roles, such as a bank representative and a customer.
- c. Create scenarios where participants practise interactions related to opening a bank account, such as asking questions about services or providing necessary documents.
- d. Encourage participants to act out the roles and exchange experiences within their groups.

Discussion and sharing (30 minutes):

- a. Facilitate a group discussion about the process of creating a bank account, including any challenges or concerns participants may have encountered.
- b. Allow participants to share their experiences with banking and discuss the benefits they expect to gain from having a bank account.
- c. Address any additional questions or concerns related to banking and account management.

Closing and reflection (10 minutes):

- a. Summarise the key points covered in the activity.
- b. Provide information on next steps, such as visiting a bank branch to complete the account opening process.
- c. Express appreciation for participants' engagement and encourage them to take advantage of the opportunities that having a bank account can provide.

Additional remarks	-
Useful references for the instructor and/or adaptation of content by	-



partners if
needed



Canva: Empowering Creativity with Simplicity

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	Canva: Empowering Creativity with Simplicity
Developed by (PITCH partner)	CSI
Setting of delivery	All (online and in-person)
Adaptation of previous material:	None
Type of activity	Presentation/Workshop
Resources needed	Computer or mobile for each individual
Duration	3 hrs
Learning Objectives	<p>This session aims to:</p> <ul style="list-style-type: none"> ● Introduce learners to the basics and most advanced features of Canva ● Promote creativity to participants and support them in beautifying and improving existing personal documents (CV, cover letter) ● Teach learners how to create customised designs ● Improve learners' collaboration and presentation skills
Description	<p>Introduction</p> <p>Canva is a powerful and user-friendly graphic design platform that has revolutionised the way people create visual content. With its intuitive interface and an extensive library of</p>



templates, images, and design elements, Canva has become an invaluable tool for individuals and businesses alike.

In this session, learners will explore the main advantages of Canva and how it can be integrated into a 3-hour workshop to unleash creativity and design skills. This workshop brings together the work done in the classes 'Writing a CV' 'Writing a Cover Letter' and 'Role play for an Interview' as it allows learners to further enrich their personal visual representation (CV, Cover Letter) and practice in the class presenting themselves with the use of the content they created.

First, the trainer shall go over and outline the advantages of the platform to the learners. It is important at this point to ensure that all learners have access to devices to start using it. Canva is available in a browser (tablet, computer) as well as an application (smartphone). The only thing required is for learners to have an ***email address in order to sign up.***

Advantages of Canva

User-Friendly Interface: Canva's simple and intuitive interface allows even beginners to create professional-looking designs without the need for extensive graphic design knowledge. Drag-and-drop functionality, pre-set templates, and easily accessible design tools make the platform accessible to a wide range of users.

Wide Range of Templates: Canva offers a vast collection of templates for various purposes, including social media posts, posters, infographics, business cards, and more. This extensive template library saves time and effort, enabling users to customise designs quickly and efficiently.

Abundant Design Elements: Canva provides an extensive library of stock photos, icons, illustrations, shapes, and fonts, enabling users to elevate their designs with high-quality visual elements. Users can also upload their assets, giving them greater creative control over their projects.

Collaboration Features: Canva offers collaboration tools that facilitate teamwork and group projects. Multiple users can work together on the same design simultaneously, share feedback, and seamlessly collaborate in real-time, making it an ideal platform for creative workshops.

Print and Share Options: Canva allows users to export their designs in various formats, such as PDF, PNG, and JPG, suitable for both digital and print use. Moreover, it provides easy sharing options, allowing participants to showcase their creations on social media or in presentations during the workshop.

Brand Kit and Consistency: For businesses and organisations, Canva's Brand Kit feature enables the creation and storage of brand-specific elements, ensuring consistency in design across all materials and collateral.



Free & Paid Canva Package: A Comparison

Free Canva Package

Basic Design Tools: The free plan provides access to the essential design tools, including the drag-and-drop editor, text and font options, and basic photo editing capabilities.

Limited Templates: The free plan offers a selection of templates, but it may have fewer options compared to the paid plans.

Limited Access to Assets: Free users have access to a limited collection of stock photos, illustrations, icons, and other design elements.

No Brand Kit: The Brand Kit feature, which allows users to store brand-specific elements for consistency, is not available in the free plan.

Collaborative Sharing: Free users can collaborate with others on designs by sharing edit links but cannot directly invite others to work on a design.

Paid Canva Plans (e.g., Canva Pro, Canva for Enterprise):

Full Access to Design Tools: Paid plans offer full access to all design tools, allowing users to create more complex and sophisticated designs.

Extensive Template Library: Paid plans provide a much larger selection of templates across various categories, giving users more design options.

Expanded Asset Library: Subscribers gain access to a vast library of premium stock photos, illustrations, icons, and other design elements, enhancing the quality and variety of their designs.

Private Designs: Paid subscribers can mark their designs as private, ensuring they are not visible or usable by other Canva users.

Brand Kit: The Brand Kit feature is available in paid plans, enabling users to save and manage their brand-specific colours, logos, and fonts for consistent branding.

Collaborative Workspace: Paid plans allow users to invite team members to work collaboratively within Canva, streamlining teamwork and design collaboration.

Additional Features: Paid plans may include exclusive features such as resizing designs for different platforms, transparent backgrounds, and advanced photo editing options.

Phase 1 - Introduction and Familiarization (1 hour):

- Introduce participants to Canva and its key features.
- Demonstrate the user interface and basic functionalities.
- Showcase various design examples (CVs, Cover Letters, Presentations) created with Canva.

Phase 2 - Hands-On Design Session (1 hour):

- Allow participants to explore Canva individually or in small groups.
- Encourage participants to create designs for social media posts, flyers, or business cards based on their interests or workshop objectives.

Phase 3 - Group Sharing, Presentation of Work Developed & Feedback (1 hour):

- Give each participant/group an opportunity to present their designs to the workshop participants.
- Encourage constructive feedback and praise for creativity and design choices.
- Highlight the strengths of Canva in streamlining the design process.

Conclusions

By incorporating Canva into a 3-hour session, participants can unleash their creativity, collaborate effectively, and leave the workshop with practical design skills that they can apply in various personal and professional projects. Canva truly empowers individuals and teams to embrace their creativity and design captivating visual content.

Additional remarks	The workshop can be conducted in person or online. The trainer may encourage participants to have their personal CV available in digital format for the duration of the workshop.
Useful references for the instructor and/or adaptation of content by partners if needed	-



Creating social media accounts

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	“Creating social media accounts”
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face
Adaptation of existing material:	This video can be presented as part of the activity https://youtu.be/uGs6CSlkc8Q
Type of activity	Workshop
Resources needed	Computers or mobile devices with internet access Sample social media platform registration forms (printouts or online access) Paper and pens
Duration	1.5 Hrs
Learning Objectives	<ol style="list-style-type: none"> 1. Understanding social media platforms: Participants will gain an understanding of different social media platforms, their features, functionalities, and purposes. They will be able to identify popular platforms and their potential benefits and risks. 2. Familiarity with account creation process: Participants will become familiar with a step-by-step process of creating a social media account, including the required information and registration form sections. They will understand the importance of choosing a strong password and protecting their privacy. 3. Application of account creation skills: Participants will apply their knowledge by completing their own social media registration forms during the activity. They will practise entering accurate and appropriate information to create their accounts. 4. Profile setup and customization: Participants will learn how to set up their profiles on social media platforms, including adding profile pictures, personal information,



and customising privacy settings. They will explore the features and functionalities available to personalise their profiles.

5. Awareness of online privacy and responsible usage: Participants will develop an understanding of online privacy considerations, including the importance of protecting personal information and adjusting privacy settings. They will learn about responsible social media usage, including online etiquette and potential risks associated with sharing personal information.
6. Social media exploration and engagement: Participants will gain the confidence to navigate social media platforms, find friends or contacts, and join relevant groups or communities. They will understand how to use social media as a tool for communication, information sharing, networking and inclusion.
7. Critical thinking and digital literacy skills: Participants will develop critical thinking skills by evaluating the credibility of information shared on social media platforms. They will enhance their digital literacy by understanding the difference between reliable sources and misinformation.
8. Peer learning and sharing experiences: Through group discussions and sharing, participants will have the opportunity to learn from each other's experiences and perspectives related to social media use. They will benefit from the collective knowledge and insights within the group.
9. Empowerment in digital communication: By creating their own social media accounts, participants will gain a sense of empowerment in using digital communication tools. They will recognize the potential opportunities and benefits of social media for personal and professional purposes.
10. Reflection on responsible social media use: Participants will reflect on the responsible use of social media, considering the impact of their online presence and the potential consequences of their actions. They will understand the importance of maintaining a positive and respectful digital presence.

Description

Introduction (10 minutes):

- a. Welcome the participants and introduce yourself briefly.
- b. Explain the objective of the activity: to guide them through the process of creating a social media account.
- c. Highlight the importance of social media in today's digital world and how it can be used for personal and professional purposes.

Overview of social media platforms (15 minutes):

- a. Provide a brief introduction to different social media platforms, such as Facebook, Twitter, or Instagram.
- b. Discuss the features, functionalities, and purposes of each platform, emphasising their potential benefits and risks.



c. Explain the common requirements for creating a social media account, such as providing an email address or phone number.

Step-by-step account creation process (45 minutes):

- a. Distribute or display sample social media platform registration forms.
- b. Guide participants through a step-by-step process of creating a social media account, explaining each section of the form.
- c. Explain the required information, such as username, password, personal details, and profile picture.
- d. Emphasise the importance of choosing a strong password and adjusting their privacy settings.
- e. Answer participants' questions and provide assistance as they complete their own registration forms.

Profile setup and customization (30 minutes):

- a. Instruct participants on how to set up their profiles, including adding profile pictures, personal information, and privacy settings.
- b. Demonstrate how to navigate the platform, find friends or contacts, and join relevant groups or communities.
- c. Encourage participants to explore the platform's features and customise their profiles to reflect their interests and preferences.

Discussion and sharing (15 minutes):

- a. Facilitate a group discussion about the process of creating a social media account, including any challenges or concerns participants may have encountered.
- b. Allow participants to share their experiences with social media and discuss the potential benefits and risks associated with using these platforms.
- c. Address any additional questions or concerns related to social media usage and online privacy.

Closing and reflection (5 minutes):

- a. Summarise the key points covered in the activity.
- b. Provide information on responsible social media usage, including online etiquette and privacy considerations.
- c. Express appreciation for participants' engagement and encourage them to explore the possibilities and opportunities that social media can offer.

Additional remarks	-
Useful references for the instructor and/or adaptation	-



of content by
partners if
needed



Mastering Excel Basics: 10 essential skills

Activity	No.
Cluster	Upskilling
Path	Digital skills
Workshop title	Mastering Excel Basics: 10 essential skills
Developed by (PITCH partner)	CSI
Setting of delivery	Face-to-face/online
Adaptation of previous material:	None
Type of activity	Workshop (presentation, practical exercises and video tutorials)
Resources needed	Computers, data sets (from instructor), access to Excel.
Duration	2.5 hrs
Learning Objectives	<p>Through this workshop you will:</p> <ul style="list-style-type: none"> ● Learn How to Use Excel Easily ● Enter and Make Data Look Good ● Do Math and Use Tools ● Sort, Filter, and Make Charts
Description	<p>I. Introduction (15 minutes)</p> <p>A. Welcome and introduction to the session</p> <p>B. Importance of Excel in various fields</p> <p>C. Overview of the 10 basic Excel skills to be covered</p> <p>II. Excel Basics (30 minutes)</p>



Content:

A. What is Microsoft Excel?

Microsoft Excel is a powerful spreadsheet program used for data analysis, reporting, and various tasks.

It's widely used in business, finance, research, and many other fields.

B. Understanding the Excel interface

The ribbon contains various tabs with commands for different tasks.

Cells are the individual rectangular spaces where you enter data.

Rows run horizontally, and columns run vertically.

C. Workbook vs. Worksheet

A workbook is an Excel file that can contain multiple worksheets.

A worksheet is a single grid where you work with data.

D. Navigating Excel

Learn how to scroll, zoom in and out, and use keyboard shortcuts for navigation.

Instructions:

- Open Excel and demonstrate the elements mentioned in the content.
- Encourage participants to follow along with their own Excel instance.

III. Entering and Formatting Data (20 minutes)

Content:

A. Typing and editing data in cells

- Click on a cell to select it and start typing.
- Double-click to edit existing data.

B. Applying basic formatting

Change font size, style, colour, and alignment.

C. Using cell styles and themes

Styles are pre-defined combinations of formatting settings.

Themes allow for consistent formatting across the workbook.

D. AutoFill feature for data entry

Automatically fill a series of data (e.g., numbers, dates) using the AutoFill handle.

Instructions:

- Have participants open Excel and practice entering data, applying formatting, and using AutoFill.

IV. Basic Formulas and Functions (30 minutes)

Content:

A. Introduction to Excel formulas

Formulas allow you to perform calculations with Excel data.

B. Using basic functions

Functions are pre-built formulas for common tasks (e.g., SUM, AVERAGE).

C. Creating simple formulas

Demonstrate how to create basic formulas (e.g., addition, subtraction).

D. Relative vs. absolute cell references

Explain the concept of relative and absolute cell references in formulas.

Instructions:

- In Excel, demonstrate creating formulas and using functions.
- Let participants practise by creating their own simple formulas.

V. Data Sorting and Filtering (20 minutes)

Content:

A. Sorting data

Show how to sort data in ascending and descending order.

B. Filtering data using AutoFilter

Explain how to apply filters to data.

C. Customizing filters and criteria

Teach how to set custom filter criteria.

Instructions:

Demonstrate sorting and filtering in Excel with sample data.

Ask participants to sort and filter a dataset provided in the exercise.

VI. Creating Charts (20 minutes)

Content:

A. Introduction to Excel charts

Explain what charts are and why they're useful.

B. Selecting data for chart creation

Show how to select data to create different chart types.

C. Creating different types of charts

Demonstrate creating bar, pie, and line charts.

D. Customizing charts

Explain how to customise chart elements like titles, legends, and labels.

Instructions:

Create a sample dataset in Excel and guide participants in creating various chart types and customising them.



Practical Exercise 1 (15 minutes)

Instructions:

- Provide participants with a dataset and specific tasks (e.g., format the data, create a formula).
- Allow them to work individually and ask for assistance if needed.

Additional remarks

The workshop can be conducted face-to-face or online.

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

Video: Formatting Excel Cells

<https://www.youtube.com/watch?v=etAMCOKRuBE>

Video: Sorting Cells

https://www.youtube.com/watch?v=Bm_uWOUiUFI

Video: Relative & Absolute Cell References

<https://www.youtube.com/watch?v=iDg9s7BJ2m4>

Video: Important Excel Formulas

<https://www.youtube.com/watch?v=ShBTJrdioLo>

Video: Excel Functions & Formulas

<https://www.youtube.com/watch?v=DsZ7lsTaAYo>



Employment-related skills



Writing a CV

Activity	No.
Cluster	Upskilling
Path	Employment related skills
Workshop title	Writing a CV
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:	RIDE Digital Empowerment for Migrant Women
Type of activity	Workshop
Resources needed	projector, A4 papers, pens, Europass CV templates printed in Greek
Duration	4 hrs
Learning Objectives	<p>This workshop aims to:</p> <ul style="list-style-type: none"> -provide essential information to women participants on how to write a CV -provide ideas and examples of how to write a good CV -empower women participants to present their skills and qualifications in an organised manner for employment purposes. -enable women participants to understand the nuances of writing a CV adjusted to a particular job advertisement
Description	<p><i>Preparation for the workshop:</i></p> <p>The trainer should contact participants before the workshop and ask them to bring along:</p> <ul style="list-style-type: none"> • Their CV (if they have one already) • A passport size picture, to accompany the CV (whether they have a CV already or not). • A job advertisement for which they need to draft a CV



Workshop Implementation:

-The trainer asks participants to introduce themselves to the team and say a few words regarding their education background, work experience and whether they have drafted before a CV or not. They should also be encouraged to indicate why they decided to attend this workshop and the expectations they have from it.

-The trainer should then explain what a CV is, why it is important, how it is used and why it is necessary for an individual to write their own CV. Differences between continents and countries when writing a CV can also be explained (e.g. differences between the UK and the rest of European countries, e.g. in the UK the Europass CV is not a commonly used template). Present the Europass CV template and talk through each section of the Europass CV.

-The trainer should then indicate the key points to remember when writing a CV:

- Clarity of presentation
- Tailoring
- Format-Template
- Update and accuracy
- Readability (typed not hand written)
- Reverse chronological order (most recent should be presented first)
- Professionality

Discuss on the CVs that participants brought along and whether they include all of the above elements or not. The trainer can ask participants to think which of the above elements their CVs meet and what they think they need to work on/improve.

-Consider discussing also issues, such as:

- photograph (if a photograph is to be included in the CV discuss dos and don'ts e.g. no laughing, no hats, appropriate clothing, professional picture). Discuss on the pictures that participants brought along and consider whether they are appropriate to accompany a CV or not.
- Demographic and contact details (reachable contact details and a 'professional' sounding email address, e.g. avoid email type such as partyanimal@gmail.com instead use something like A.Garden@gmail.com).
- Gaps in work history
- References and referees (if needed)

-Give tips for writing a good CV and present an example of a good CV on a Europass CV template, by talking through each section of the example. Highlight the criteria for a good CV and explain why the specific example is a good practice example.

-After the presentation and the discussion, hand out the printed Europass CV templates and ask participants to draft their own CV based on the job advertisement they brought along.

-The trainer should then have a look of all the CVs and the relevant advertisements and provide comments to all participants in person. The trainer should give tips to participants on how to improve their CV based on the specific job application.

At the end of the workshop, the trainer can ask participants what they learnt and if the workshop met their expectations.

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 partners if needed

Guidelines for Mentorship, coaching and training. WP3 Deliverable in the context of RIDE Reach Inclusion through Digital Empowerment for Migrant Women. AMIF 2019 AG CALL 957916. Available at: https://uploads-ssl.webflow.com/60d4767912235a89e55be3b5/622b4fbe1ab1917b91721125_RIDE_WP3_Guidelines%20for%20mentorshipcoaching%20and%20training.pdf

Europass European Union. Create your Europass CV. Available at: <https://europa.eu/europass/en/create-europass-cv>

National Careers Service UK Government. How to write a CV. Available at: <https://nationalcareers.service.gov.uk/careers-advice/cv-sections>



Labour market integration: How to prepare a cover letter.

Activity	No.
Cluster	Upskilling
Path	Employment-related skills
Workshop title	Labour market integration: How to prepare a cover letter
Developed by (PITCH partner)	DDG
Setting of delivery	face-to-face, hybrid, online, all
Adaptation of previous material:	-
Type of activity	Presentation/workshop
Resources needed	projector, computer
Duration	3 hrs
Learning Objectives	<p>Objectives of the presentation:</p> <ul style="list-style-type: none"> ● Explain what a cover letter is and why it is needed. <p>Objectives of the workshop:</p> <ul style="list-style-type: none"> ● To show how a cover letter should look like. ● To provide templates for a good cover letter. ● To teach women how to write a cover letter on their own.
Description	<p>During the presentation explain that the cover letter is a one-page business document that should complement the CV and its purpose:</p> <ul style="list-style-type: none"> ● To introduce you to potential employers. ● To provide detailed information about your qualifications. ● To tell employers why you want to work for them. ● To illustrate why you are best fit for the desired position.



- To explain circumstances why you want to change current job position or the reasons of the unemployment for the certain period of time

During workshop women must learn how to:

Prepare a cover letter:

- Research the company (Take note of the company's news and press releases so you can highlight how you can help them reach their goals or congratulate them on a milestone. Get an idea of the culture, their mission and values so you can tell the hiring manager how well you fit and why.)
- Make a checklist of your notable accomplishments from previous jobs and volunteer work. Skills that match the required skills in the job ad. Educational qualifications, including certificates and licenses, which are not mentioned in CV, awards and honours.
- Learn the hiring manager's name, so you can address your cover letter to them.

Choose a cover letter template

Offer internet tools for cover letter template (as an example:

<https://www.myperfectresume.com/cover-letter/builder-> ; www.canva.com).

Correct filling of primary information

Contact information, the recipient's address, address the hiring manager (by name).

Cover letter structure

- A powerful cover letter introduction. The opening sentences of a cover letter should clearly and concisely tell hiring managers why the candidate is interested in the job, and they have got to be compelling. Give tips and examples that can help women write a cover letter opening that attracts attention. Exclude confidence, passion, and enthusiasm, talk up your skills and experience, creativity, show you've done some research.
- Explain why you are the best candidate for the job. The body of a cover letter should show an in-depth picture of your professional life while providing insight into your personality. Explain your work experience, target role or industry, detail your work accomplishments and use numbers to quantify the results of your actions. If you are applying for your first job, then connect the new opportunity with a personal or school project or internship. Highlight most relevant skills and explain clearly how you can apply them on the job. For example, if participants enjoy volunteering for social justice causes and are applying to a nonprofit organization focused on social justice, then explain why the company's mission is meaningful to them. If the candidate is changing careers, then they must explain the motivation and emphasize on the transferable skills and how they can contribute to the company's success.
- Closing paragraph. Make it clear that the candidate is excited about the possibility of working for the employer and confident that they have the expertise to be successful at the job.

Sign off and proofread cover letter

Candidates must be respectful, polite, professional, and formal. The prepared cover letter to a potential employer must be proofread. Typos and cover letter formatting mistakes can reduce chances of getting hired. When the proofreading is finished, have someone else read it for you too.



Additional remarks	The workshop can be conducted in person or online. Please ask the participants to bring their CV and prepared materials to write cover letter if the workshop is delivered face to face. Ideally, each participant would have a laptop to work on her cover letter and a mentor to support the drafting.
Useful references for the instructor and/or adaptation of content by partners if needed	The mentors must explain to participating women that 45% of hiring managers read an applicant's cover letter before their CV and 83% of hiring managers surveyed said they would hire a candidate who sent a strong cover letter, even if their resume was not up to standards.

Role-play for job interview

Activity	No.
Cluster	Upskilling
Path	Employment related skills
Workshop title	Role-play for job interview* (this workshop has as a prerequisite activity "Writing aCV")
Developed by (PITCH partner)	SYMPLEXIS
Setting of delivery	Face-to-face
Adaptation of previous material:	RIDE Digital Empowerment for Migrant Women
Type of activity	Workshop – Interactive discussion
Resources needed	projector, A4 papers, coloured pens



Duration	4 hrs
Learning Objectives	<p>This workshop aims to:</p> <ul style="list-style-type: none"> -provide essential information on what a job interview is -provide tips on how to prepare for a job interview -encourage women participants to identify and highlight their strengths -provide instructions to women participants on how to best present their skills and qualifications
Description	<p><i>Preparation for the workshop:</i></p> <p>The trainer should contact participants before the workshop and ask them to bring along:</p> <ul style="list-style-type: none"> • A job advertisement for which they would be interested in applying • Their CV on a Europass or other format template (this should be an outcome from the “Writing CV” activity) <p><i>Workshop Implementation:</i></p> <p>-The trainer asks participants to introduce themselves to the team and say if they have been to a job interview before and describe the most difficult and/or remarkable experience in relation to it.</p> <p>-The trainer should then explain what a job interview is and how to prepare for a job interview (e.g. read about the employer/company and do some research on them before the day of the interview by visiting for example the employer’s website; read carefully your CV so that you remember the dates and the job tasks you have undertaken on the different posts you held, and rehearse of the points you wish to highlight in your CV)</p> <p>-The trainer should then indicate and elaborate on the key elements for a job interview:</p> <ul style="list-style-type: none"> • Self -presentation (dress code, hairstyle, make-up) • Punctuality • Respect • Positivity • Sincerity • Personality characteristics • Good speech • Professionalism <p>Discuss on the dos and don’ts during the job interview, in terms of behaviour, speech and ‘good manners’.</p> <p>-Show participants a video of a good example of a job interview. Discuss with participants what went well in that situation and why. Discuss negative alternatives of the given job interview, for example: what if the candidate was late? What if the candidate was not able to answer the question?</p> <p>-Give participants a paper and coloured pens and ask them to write their professional strengths and weaknesses in two columns (based on their CV). Participants should then</p>



present their professional strengths and weaknesses to the rest of the group, using examples of their past work experience. The trainer should then provide feedback and tips on how to present strengths and weaknesses in a job interview.

-The trainer asks participants to take some time and prepare themselves for a job interview role-play based on the job advertisement they brought along. The trainer will have the role of the employer and each participant will be the candidate. They will conduct a 10 minutes job interview role play, with each participant-candidate. The trainer should ask the rest of the group for feedback of what they think went well and what they think could be improved in each situation.

-The trainer should present a list of job interview questions to participants and ask each participant to prepare an answer for one of the questions as a good practice example. The trainer can then compile the answer for each question and make a list of frequent job interview questions and suggested answers that derive from participants.

At the end of the workshop, the trainer can ask participants what they learnt and if the workshop met their expectations.

Additional remarks

The workshop should be conducted face to face.
Please ask participants to bring their CV and the job advertisement they would like to apply for.

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

Guidelines for Mentorship, coaching and training. WP3 Deliverable in the context of RIDE Reach Inclusion through Digital Empowerment for Migrant Women. AMIF 2019 AG CALL 957916. Available at: https://uploads-ssl.webflow.com/60d4767912235a89e55be3b5/622b4fbe1ab1917b91721125_RIDE_WP3_Guidelines%20for%20mentorshipcoaching%20and%20training.pdf

Caldwell, D.F. & Burger, J.M. (1998) Personality characteristics of job applicants and success in screening interviews. *Personnel Psychology*, 51, 119-136. Available at: <https://www.scu.edu/media/college-of-arts-and-sciences/psychology/documents/Caldwell-Burger-PP-1998.pdf>

Hardavella, G., Aamli Gagnat, A., Xhamalaj, D. & Saad, N. How to prepare for an Interview (2016) *Breathe*, 12: e86–e90. Available at: <https://breathe.ersjournals.com/content/breathe/12/3/e86.full.pdf>



Online job applications

Activity	No.
Cluster	Upskilling
Path	Employment-related skills
Workshop title	Online job applications
Developed by (PITCH partner)	DDG
Setting of delivery	face-to-face, hybrid, online,
Adaptation of previous material:	-
Type of activity	Presentation/workshop
Resources needed	projector, computer
Duration	3 hrs
Learning Objectives	<p>Objectives of the presentation:</p> <ul style="list-style-type: none"> To show various job search online tools available in the country. <p>Objectives of the workshop:</p> <ul style="list-style-type: none"> To teach women how to search for job vacancies on different online platforms. To encourage women to register and fill out relevant online forms and submit applications through different online job search platforms. To help women create their profile on LinkedIn
Description	Each country has a number of online job search platforms that provide employment possibilities. During the presentation, first of all, the job search sites available in the country are introduced (as an example, cv.lt; cvmarket.lt; cvonline.lt; cvbankas.lt; alio.lt, portal.uzt.lt; job search app for foreigners SCOBO). Then it is explained how these sites can be used.



In addition, the principles of the LinkedIn platform could be introduced and explained. It is important to explain that LinkedIn is one of the largest international social network apps that women can use for searching employment opportunities online.

During the presentation and the workshop, women are assisted to create their own LinkedIn profile, to register and fill out the forms relevant for the profile in the selected online job search platforms, and, finally, to find suitable vacancies and apply.

Additional remarks

Presentation can be conducted live or online.

The workshops can be conducted in person or online. Suggesting introducing this topic after the Basic digital skills training and the CV writing workshop. Then participants will be able to use already prepared personal information. There will be no obstacles (such as the absence of e-mail and etc.) Devote 1 hr for presentation and 2hrs for workshop (2 hrs duration) to this topic

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

Talking about job search platforms, for partners we show Lithuanian online tools (as an example, cv.lt; cvmarket.lt; cvonline.lt; cvbankas.lt; alio.lt, portal.uzt.lt; job search app for foreigners SCOBO).

Partners also must find local job search sites that can help women search for a job and explain to them how these sites can be used.



Essential information before entering the labour market

Activity	No.
Cluster	Upskilling
Path	Employment-related skills
Workshop title	Essential information before entering the labour market
Developed by (PITCH partner)	DDG
Setting of delivery	live, online
Adaptation of previous material:	Please see section below on USEFUL REFERENCES
Type of activity	Presentations
Resources needed	projector, computer
Duration	3 hrs
Learning Objectives	<p>To provide information that is important to know to every working or career-seeking foreigner, focusing on the following topics:</p> <ul style="list-style-type: none"> • Social security benefits • Basic principles of the national labour law; • How to avoid illegal work and human trafficking;
Description	<p>Additional topics that are important for those who are starting to work:</p> <p>Social security</p> <p>At first it is necessary to provide detailed information about the eligibility to social guarantees granted to migrants depending on their legal and employment status in the country (D visa, temporary residence permit, permanent residence permit, etc.)</p>



Then explain about the social security system operating in the country, also in what ways working-age persons save for retirement, what pension accumulation funds and investment life insurances operate in the country.

Basic principles of local labour law

- Work culture in the country of destination, diversity and inclusivity in the labour market;
- Implementation of the principles of honesty and cooperation;
- Reliable information and protection of confidential information;
- Gender equality and non-discrimination;
- The rights of employees to privacy and protection of personal data;
- Respectful attitude to the employee's family obligations;
- Encouraging the employee's desire for professional development;
- Protection of the honour and dignity of the employee;
- Protection of property and non-property interests.
- Conclusion of an employment contract, termination of an employment contract.

How to avoid illegal work and human trafficking

It is especially important for socially vulnerable women to provide information on how to avoid falling into the traps of illegal work and human trafficking.

What are the forms of human trafficking, how to recognize the signs of them in job advertisements or when communicating with "employers". Organisations that help people escape from modern slavery.

Additional remarks	Presentations can be conducted live or online. If it is conducted online, it is important that the participants know how to use Zoom, Teams or other online meeting platforms. Spend at least 1 hour for each topic.
Useful references for the instructor and/or adaptation of content by partners if needed	In 2023, DDG together with other organisations prepared methodological material (in Russian) for the migrants' integration into the labour market in Lithuania. The content of this methodological material was used and expanded to prepare information relevant for this activity cluster. If there is a need, we can share this material with partners (currently it is not available online, only in pdf file) to adapt the content to their local context.



Networking with employers

Activity	No.
Cluster	Upskilling
Path	Employment-related skills
Workshop title	Networking with employers
Developed by (PITCH partner)	DDG
Setting of delivery	face-to-face, online
Adaptation of previous material:	
Type of activity	Presentation/group discussion
Resources needed	projector, computer
Duration	3 hrs
Learning Objectives	<p>Objectives of the Presentation:</p> <ul style="list-style-type: none"> ● To provide knowledge about the local work culture and what an employee could expect; ● To establish the first contact with the employer; ● To prepare for the job search and/or starting the job; ● To introduce how to maintain good relations with the employer and the team; ● To talk about how to maintain a work-life balance. ● To discuss with the participants about their previous work experiences in their country of origin and host country. To discuss how some (bad) experiences could be avoided.
Description	Migrants who want to integrate into the local labour market must have initial knowledge of the prevailing work culture in the country. In the presentation it is recommended to provide the following information:



Establishing the first contact with the employer.

- Knowing what kind of job, you are looking for.
- Selection of at least a few employers of your dreams and analysis of information about them in the public space: what are the organizations' tasks, structure, what position do you see yourself in, what are the company's requirements for this position. If you do not see open vacancies, you can call directly and ask about vacancies, and to whom you can send your CV and cover letter.
- Direct contact if it is a service sector (shop, bakery, hairdresser, etc.) You can go directly and ask if there are any vacancies at the moment. Leave information about yourself or ask for a contact with whom you can talk about it.
- Participation in contact and career fairs, career days where employers introduce themselves and look for new employees. Preparing to present yourself appropriately at these events.

Main principles of introducing new employees to the working environment:

- At the beginning it is important to inform employees about their tasks and duties, provide an office tour, introduce them to other employees and their areas of responsibility, and provide contact details in case there are questions.
- Presentation of the organisation's philosophy, mission, vision, goals.
- Specifics of large and small companies, differences of their work principles.

Culture of the company

- What is the culture of a company or organisation?
- What is the policy of the company or organisation (quality policy, environmental policy, sustainable development policy, safety and work hygiene policy, company management policy, personnel behaviour policy, damage compensation and anti-mobbing policy, psychoactive substance non-use policy, privacy and confidentiality policy, money return policy, ethics policy, etc.).

Work-life balance

- To introduce existing instruments of work-life balance as an example, an online tool that helps employees learn more about work-life balance
<https://daugiaubalanso.lt/en/>
- To talk about the methods that can help employee to maintain work-life balance: (as an example, depending on the context of the country: remote work opportunities; flexible work schedule; individual work schedule, part-time work; additional days off due to family and personal circumstances; career counselling; funds for those who are on maternity leave; children's rooms, availabilities of kindergartens, organisation of non-formal education for employees' children; benefits for relaxation and good health; other employee benefits or allowances.

The relationship between the employee and the employer

The most important things to maintain a good relationship: communication, respect, honesty from both sides.

Working in a team and how to integrate faster

Make recommendations that will help to do this process more smoothly:

- Respect the space and property of others;
- Respect the property of the organisation - be careful not to break or lose it.
- Try to remain polite in all situations;
- Follow the rules of the organisation;
- If you have problems, don't be afraid to ask for help;
- Be aware that your abilities and initiatives are more valued than the relationship, appearance, etc.
- Do not discuss personal matters loudly on the phone in front of your colleagues;
- Separate work and time after work (try not to call colleagues on work matters after working hours and during vacation, etc.);
- Take part in the activities of the team outside the work environment (common events, volunteering, participation in the projects).

Additional remarks	Presentation/group discussion can be conducted live or online. If it is conducted online, it is important that the participants know how to use Zoom, Teams, or other video meeting programs.
Useful references for the instructor and/or adaptation of content by partners if needed	Talking about work-life balance, partners as an example, can use Lithuanian online tool https://daugiaubalanso.lt/en/ Maybe partners also can find local internet tools that helps employees learn more about work-life balance. Also, for preparing topic "Working in a team and how to integrate faster" partners must revise work culture principles (what is acceptable or unacceptable) in local context.



Smart Planning for Employment Success

Activity	No.
Cluster	Upskilling
Path	Employment-related skills
Workshop title	"Smart Planning for Employment Success"
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face / Online
Adaptation of existing material:	SMART Template, developed in MentoraSTEAM Project .
Type of activity	Workshop
Resources needed	Computer with internet access in case of online Paper and pens
Duration	2 hrs
Learning Objectives	<ol style="list-style-type: none"> 1. Understand the concept of SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals and its relevance in employment-related planning. 2. Develop the ability to define specific employment goals that align with individual aspirations and needs. 3. Acquire the skill to transform broad objectives into measurable and achievable targets. 4. Recognize the importance of relevance and coherence in setting employment goals that align with personal skills, experience, and available job opportunities. 5. Learn how to establish realistic timelines and deadlines for achieving employment targets. 6. Develop a practical SMART action plan to guide the process of pursuing employment goals effectively. 7. Reflect on the activity and gain insights into personal strengths, challenges, and strategies for successful employment planning.



<p>Description</p>	<p>1. Introduction (10 minutes): Introduction to the SMART concept and its significance in effective goal planning for employment. Discussion on the challenges migrant women may face in job searching and how SMART planning can help overcome them.</p> <p>2. Identification of Specific Goals (25 minutes): In small groups, participants will identify and write down their specific employment goals, such as the type of job they want to obtain or the professional field they wish to work in. Encourage active participation and provide support to help each participant define clear and specific goals.</p> <p>3. Setting Measurable and Achievable Targets (40 minutes): Participants will work in pairs, assisting each other in turning their goals into measurable and achievable targets. Discuss strategies for breaking down goals into smaller steps and setting realistic timelines.</p> <p>4. Relevance and Coherence (15 minutes): Conduct a group brainstorming session to discuss the relevance and coherence of the established goals and targets. Participants will share how their goals relate to their skills, previous work experience, and available job opportunities in their environment.</p> <p>Time-Bound Objectives (15 minutes): Participants will learn how to set clear deadlines for each of their targets. Provide tips on prioritizing and organizing targets based on feasibility and available time.</p> <p>SMART Action Plan (10 minutes): Each participant will develop a SMART action plan summarizing their objectives, targets, and timelines. Encourage participants to be realistic and flexible, adjusting their plan as needed when encountering new opportunities or challenges.</p> <p>Closure and Reflection (05 minutes): Invite participants to share their thoughts and reflections on the activity. Provide additional resources, such as SMART planning templates and supportive references, for participants to continue their employment planning process independently.</p>
<p>Additional remarks</p>	<p>Remember to adapt the activity to the specific needs of the migrant women you are working with. You can also include examples and interactive activities to make it more dynamic and engaging</p>



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

<https://mentorsteam.eu/mentorsteam-employability-booster/>



Entrepreneurial skills



Business incubators: presentation, workshop & study visit

Activity	No.
Cluster	Upskilling
Path	Entrepreneurship Skills
Workshop title	Business incubators: presentation, workshop & study visit
Developed by (PITCH partner)	SwIdeas
Setting of delivery	face-to-face
Adaptation of previous material:	Migrant Integration for Growth in Europe (MIraGE) project: https://www.mirageproject.eu/sv/projektet/ WomenInCreativePower project (WICP): https://wicp.network/
Type of activity	Presentation, workshop + study visit
Resources needed	pens, markers, A3 paper, tablets, projector, etc.
Duration	3 hrs
Learning Objectives	<p>The learning objectives of this activity are the following:</p> <ul style="list-style-type: none"> • Migrant women participants will get introduced to the concept of business incubators and support structures in their national contexts. • They will learn about the different types of incubators and their role in supporting entrepreneurs, including migrants and women. • They will have an overview of the main business incubators and the type of support which they can receive. • Have knowledge of the most important websites and multilingual information centres for entrepreneurs in their national context.



- They will learn about what type of support different local centres and incubators can offer, and their different programs (financial, social, legal, counselling, coaching, mentorship programs, upscaling, etc.)
- They will get to know and conduct a study visit in one or more business incubators.

Description

The activity should be divided in two main parts:

- **Part 1: Presentation and workshop (1,5 hours)**

In this part of the activity, explain to the participants what a business incubator is and if they have ever been to one? The goal is to give space for discussion and expectations, previous experiences of the participants to understand their level of interest. What to do:

- Ask the participants what a business incubator is
- Have they ever been to one, either in the host or home country?
- What do they know about entrepreneurship and support structures in the host country?

Have them discuss and share their experiences about business ownership in their home countries. Then provide them with the following information, as an overview of the presentation:

- Explain to them what a business incubator is, and how they work.
- Remind the participants that definitions are not fixed, but they can change and shift. In different countries, there is different legislation that defines business incubators and business support structures. Therefore, there are probably several differences between their home and host country.
- Give an overview of the different business incubators in the host country (national context) and the local city (local context). Tell them how many there are and what is their role (Do they provide legal counselling? Do they offer coaching sessions for free? Do they support you with finding an office space for your business/start-up?)
- Explain that their different role depends on the target group of entrepreneurs that each business incubator aims to work with: for example, some incubators work with people who have a business idea and would like to develop it further; other incubators work with people who have a newly established business (start-up) and need support in getting the business started, in terms of selling services/products, finding customers, investors, etc.
- Other incubators also focus on the following target groups: well-established small businesses that need support/connections to help them grow and find investors, etc. (up-scaling). In this case, support structures can also offer grants, loans, for the businesses depending on the sector in which they are operating (tech, marketing, food industry, education services, communication, health care, etc...)
- Overall, explain to the participants that business incubators are different, but usually they should have a target group that they can help specifically (check if there are any business incubators or programs that support migrant women open their businesses in the host country or city?). It could be useful to provide this type of information to raise awareness among the participants that entrepreneurship is a field of its own and there is a lot of support.



Ask participants some questions to close the presentation and workshop part:

- What is their main take-away from this session? Did they learn something new?
- What have they learnt about business support structures and incubators?
- Why would someone go to visit a business incubator?
- Are they interested in knowing more about the topic?

Close the presentation by collecting feedback and inputs from the participants.

Finally, give them a pre-task for the next part of this activity (in-person study visit at a local business incubator and support centre).

Ask the participants to think about questions (in the national language, if possible) to ask the staff at the place. What would they like to know? Are they curious about how such places work and what type of entrepreneurs do they welcome? How do they support and help them in practice?

- **Part 2: Study visit to a business incubator**

Ask the participants to bring with them paper and pens for writing down during the visit.

Depending on the location of the place, either walk or take public transportation directly after the session/part 1 is over.

After arriving to the business incubator that you have planned to visit, ask the staff working there to give an overview of the organization, what they do, their role in supporting entrepreneurs, etc.

Visit the physical space, ask the staff to give a tour to the participants.

Give space and time for the participants to ask the staff questions (help them in practicing the national language – could be a good opportunity to learn new words and vocabulary).

Encourage the participants who are interested to either book a meeting with the staff of the business incubator, or exchange contacts with them, social media channels, etc.

This is a good opportunity for the participants to connect with locals and get access to meeting places that support entrepreneurs/local businesses!

The visit can take 1,5 hours or more, depending on the local context.

Close the study visit by asking for feedback and thoughts from the participants: what did they think? Did they find it interesting? Did they learn anything new?

Additional remarks	The workshop and presentation can be conducted either in person or online. The study visit should be in person.
Useful references for the instructor and/or adaptation of content by partners if needed	<p>MiraGE project training material: https://www.mirageproject.eu/en/resources/</p> <p>WICP project mentorship program with migrant women entrepreneurs: https://wicp.network/category/publications/</p> <p>Additional links: https://www.eu-startups.com/directory/incubator-list/</p>



Administrative and Legal Aspects

Activity	No.
Cluster	Upskilling
Path	Entrepreneurial skills
Workshop title	Administrative and Legal Aspects
Developed by (PITCH partner)	SwIdeas
Setting of delivery	face-to-face, hybrid, online, All
Adaptation of previous material:	<p>OBEC project, Module on entrepreneurship training for migrants: https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/639335ac71b4f42f7c2a895e/1670591919980/OBEC_Final_Chapter+1_EN_09Dec22.pdf</p> <p>MlraGe project: https://www.mirageproject.eu/en/mirage-home/</p>
Type of activity	Presentation & workshop
Resources needed	pens, markers, A3 paper, tablets, projector, etc. (Please consider adding an expert/moderator on the topic)
Duration	3 hrs
Learning Objectives	<p>The activity has the following learning objectives:</p> <ul style="list-style-type: none"> • Participants will be introduced to the basics of entrepreneurship and learn to think of business and innovation from different angles (social, environmental, etc.) • The participants will learn about the different ways of starting a business in the host country. • The participants will learn about the different types of legal forms to think about when starting a company/business. • Participants will learn about the taxations system in the host country, and other legal requirements to start a business. • Participants will be familiar with the overall start-up and business system, including the different steps and things that entrepreneurs should think of.



- Participants will learn how to ask questions to an entrepreneur (guest lecturer) and about the importance of asking for help/support and tips in the business/entrepreneurial world.

Description

Session 1: Introduction – Basics of entrepreneurship (0,5 hours)

- Basics of entrepreneurship – ask the participants to conduct a reflection exercise. What do they think this term means? Do they know what is the difference between entrepreneurship and business? Do they know any entrepreneurs? Ask the participants to write down their answers, thoughts and reflections on post-it notes and then share with the group.

Next, if you have time, provide the participants with some facts and statistics about entrepreneurship in the host country. You can provide them for instance with a short quiz: How many businesses are registered in the country? How many enterprises are owned by men and women respectively? What is the percentage of businesses owned by migrant women?

Session 2: How start a business – administrative and legal aspects in the host country (1,5 hours)

What needs to be done and what are the practical steps for starting a business in the host country? Provide relevant information to the participants in a fun and interactive way if possible. Start by doing the following:

- Explain the participants what the legal procedure is for starting a business in the host country. Provide a step-by-step infographic or slide if possible, so that they can visualize the different stages and steps which are required in the host country.
- Requirements for starting a business in host country – what are the legal requirements? Explore and present the different options, depending on the legal status of the participants.
- Different types of companies (legal forms of establishment) - what types of companies/businesses can be established? Please provide an overview of the different options in the host country. (For example, the main types of companies being sole trader; trading partnership, limited partnership, limited liability company, economic association, cooperative, non-profit organization, association, etc...).
- Taxation for businesses – what are taxes and why do companies need to pay them? Provide an overview of the taxation system for companies in the host country, including start-ups, non-profits, SMEs, and bigger companies. Discuss in small groups – what are the pros and cons of different types of companies? How can you receive support in choosing the right form for your business?
- Other important procedures: 1) having an insurance; 2) opening a bank account; 3) establishing a bookkeeping system and learning about the taxation system.

During this session, make it interactive by showing videos, pictures and examples of real businesses. For each step, try to show the example of an entrepreneur in the host country, or a real business.

Session 3: Group activity + guest lecturer (1 hour)

- Invite to the activity a guest lecturer, possibly a migrant woman who is also an entrepreneur and has been in the host country for some time. Beforehand, ask participants to use pen and paper to write down questions for the guest, based on what they learned previously in the sessions 1 and 2. What would they like to know from her? What steps did she have to go through? Does she have any tips to give to the participants from the perspective of being a migrant woman?
- Give a few minutes for the participants and the guest to introduce themselves to each other, get acquainted. Do an ice-breaker exercise, if you want.
- Next, ask the guest lecturer to present herself and her journey, how she got the business idea. Ask her to provide details about the practical aspects of starting a business in the host country – what challenges did she meet? How did she overcome them? What are some suggestions and advice that she would like to share with the participants?
- Now, ask participants to ask the questions which they previously wrote down. Encourage them to interact with the guest lecturer and be curious. Exchange contacts if relevant and provide ways for them to continue keeping in touch!
- Close the workshop and guest lecture by asking for final thoughts/reflections.

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

OBEC project training material on how to start a business:
https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/639335ac71b4f42f7c2a895e/1670591919980/OBEC_Final_Chapter+1_EN_09Dec22.pdf



Funding opportunities

Activity	No.
Cluster	Upskilling
Path	Entrepreneurial skills
Workshop title	Funding opportunities
Developed by (PITCH partner)	SwIdeas
Setting of delivery	face-to-face, hybrid, online, All
Adaptation of previous material:	Migrant Integration for Growth in Europe (MIraGE) https://www.mirageproject.eu/en/mirage-home/
Type of activity	Presentation + interactive group work + guest lecture
Resources needed	pens, markers, A3 paper, tablets, projector, etc. (if relevant, please consider adding a moderator who is expert in entrepreneurship and funding – business developer or expert).
Duration	4 hrs
Learning Objectives	The learning objectives of this activity are the following: <ul style="list-style-type: none"> • To learn about the different sources and ways of funding a business in the host country. • To get an overview of the different types of funding provided and by which institutions/organizations at national and local contexts. • To learn about how funding can help the business grow. • To reflect about the importance of funding for local businesses and get access to relevant information.
Description	<p>Session 1: Introduction to Funding in entrepreneurship (1 hour)</p> <p>Start this session by asking the participants some warm-up questions for this topic:</p> <ul style="list-style-type: none"> - What is funding? - Why is it needed in entrepreneurship? - Why is it important to talk about financing a business?



- Do you have experience of attaining funding?

Ask participants to think about these reflective questions and assess what their idea of funding is. The participants write their thoughts on post-it notes and share with the group. This is a way of assessing the perception of funding and money/financing of business, which may or may not be an easy topic to go through.

Session 2: Common ways of acquiring funding for your business in host country (1 hour)

Present general information specific to your host country, which explains the most common ways of applying for funding and why it is important to seek financing. Some general examples could be the following. Please present them and explain the different ways (if they are relevant to your local/national context):

- Own funds /Internal financing – the entrepreneur collects money/funding privately.
- Asking for a bank loan - usually for this option you need a business plan and guarantee.
- Asking for a loan from public institutions or agencies supporting SMEs and business in your country. Check if they provide loans to migrants who would like to start their own company.
- Advance Customers Payment
- Bank Business credit
- Grants given by governmental support agencies, could be those active in research and innovation projects.
- Apply for stipends from universities' incubators or other support structures.
- Crowdfunding – collect financing online by asking your network for support.
- Investment Companies – find other bigger companies that are willing to invest in your business. You can connect with them through business incubators or other institutions. (Either general or sector-specific for your context).
- Investment from private individuals – find private investors who believe in your business idea.

These are just some examples!

Ask the participants if they know these already. Do they know other methods for acquiring funding? Do they have experience on this topic? What do they think could be the challenges of seeking for funding in the host country? If relevant, ask them to compare the most common ways of acquiring funding with their home country. How is it different or similar?

Session 3: Interactive group work – simulate business scenario! (1 hour)

Give the participants different business scenarios, ideally from different sectors (imaginary or real-life examples). Divide them into groups of 3-4 depending on the size of the group and give them hand-outs with instructions for this exercise.

What do they need to do? The task is for the participants to simulate a business scenario and collectively work on identifying funding strategies for the businesses.

The scenarios include the stories of migrant entrepreneurs coming to the host country, having a business idea, and having to look for financing for their businesses. Participants will have ready-made scenarios and will have to come up with ideas and answers regarding the funding strategies of these entrepreneurs.

Ex. Sara moves to the country, and opens a beauty salon with café attached. Her idea is to provide beauty services for local women, and at the same time give them the chance to hang out and drink coffee. She has recently registered the business and has found a place to rent for her salon and café. However, she has issues with acquiring funds and start-up

capital for her business. She has some savings. What would you suggest her to do? Where should she turn to?

Participants have to work in groups to put in practice the theoretical knowledge that they learned during the previous sessions. Then, give time for each group to share the results of this exercise, and the funding strategies. What did they learn about funding from this exercise?

Session 4: Guest lecture with migrant woman entrepreneur – tips and tricks for funding! (1 hour)

- Invite a guest lecturer/expert in entrepreneurship to tell her story to the participants, with a focus on the financing/economic part. How did she find capital to support her business in the host country?
- Ask her to share tips and tricks from her experience.
- Give space to participants to ask questions and interact with the guest.

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

MIRA project: <https://www.mirageproject.eu/en/mirage-home/>

Useful links: <https://www.bdc.ca/en/articles-tools/start-buy-business/start-business/start-up-financing-sources>

<https://www.forbes.com/sites/rhettbuttle/2020/09/30/five-common-ways-to-fund-a-small-business-beyond-personal-savings/>

<https://www.verksamt.se/web/international/starting/sustainable-business/earning-money-sustainably/funding>

<https://www.verksamt.se/web/international/about-verksamt.se/single-digital-gateway/funding-a-business>



Inspiring Entrepreneurial Success Stories

Activity	No.
Cluster	Upskilling
Path	Entrepreneurial skills
Workshop title	"Inspiring Entrepreneurial Success Stories"
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
Duration	≈3 hrs
Learning Objectives	<ol style="list-style-type: none"> 1. Gain inspiration and motivation from successful entrepreneurial stories of migrant women. 2. Understand the challenges and opportunities faced by migrant women in the business field. 3. Analyse and extract key factors contributing to the success of entrepreneurial stories. 4. Reflect on personal entrepreneurial aspirations and goals. 5. Identify elements from success stories that can be applied to participants' own entrepreneurial journeys. 6. Develop the ability to ask questions and seek guidance related to entrepreneurship. 7. Create a tangible action plan based on the lessons learned from success stories. 8. Share reflections on the activity and express feelings of inspiration and empowerment.



9. Access additional resources for further exploration of entrepreneurial success stories.

Description	<p>Introduction (15 minutes): Introduce the importance of entrepreneurial success stories as a source of inspiration and learning. Highlight the challenges and opportunities faced by migrant women in the business field.</p> <p>Selection of Success Stories (30 minutes): Collect and preselect various entrepreneurial success stories featuring migrant women. Present a range of stories that span different sectors and entrepreneurial approaches.</p> <p>Presentation and Analysis of the Stories (60 minutes): Present the selected stories and share the achievements, challenges, and lessons learned from each entrepreneur. Foster active participation from the participants to analyse the key factors contributing to each story's success.</p> <p>Personal Reflection (30 minutes): Invite participants to reflect on their own journey and entrepreneurial goals. Encourage them to identify elements from the presented stories that they can apply to their own entrepreneurial path.</p> <p>Q&A Session (30 minutes): Facilitate an interactive session where participants can ask questions related to the presented stories and receive practical guidance and advice.</p> <p>Action and Planning (15 minutes): Encourage participants to set specific and measurable goals based on the lessons learned from the entrepreneurial success stories. Provide time for each participant to develop an action plan that brings them closer to their business goals.</p> <p>Closure and Reflection (15 minutes): Invite participants to share their final reflections on the activity and how they feel inspired to pursue their own entrepreneurial dreams. Provide additional resources such as books, videos, or websites that allow them to delve deeper into success stories and gain further inspiration.</p>
Additional remarks	Remember to adapt the activity to the specific needs of the migrant women and highlight stories that are relevant to their context and experiences. This focus on entrepreneurial success stories can be motivational and empowering, providing concrete examples of how other migrant women have achieved success in the business world.



Useful references for the instructor and/or adaptation of content by partners if needed	<p>Some successful stories can be found here but we encourage you all to provide successful stories of women who live in the host country.</p> <p>INCOMA provides a website in which successful stories have been collected: ATHENA. For further information, Begoña Duque can be contacted.</p>
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Assessing your entrepreneurial skills & pitching your business idea!

Activity	No.
Cluster	Upskilling
Path	Entrepreneurial Skills
Workshop title	Assessing your entrepreneurial skills & pitching your business idea!
Developed by (PITCH partner)	SwIdeas
Setting of delivery	face-to-face, hybrid, online, All
Adaptation of previous material:	<p>OBEC project: static1.squarespace.com/static/61adb62fdfb4382551ce7fe3/t/639335ac71b4f42f7c2a895e/1670591919980/OBEC_Final_Chapter+1_EN_09Dec22.pdf</p> <p>WomenInCreativePower project: https://wicp.network/</p>
Type of activity	Presentation/group discussion/workshop
Resources needed	pens, markers, A3 paper, tablets, projector, etc.
Duration	≈5 hours
Learning Objectives	<p>The learning objectives of this presentation and workshop activity are the following:</p> <ul style="list-style-type: none"> • To provide the participants with an overview of the main entrepreneurial skills needed to start and manage a business. • To encourage self-reflection on informal and formal skills of the participants, which may be useful in the entrepreneurial field in the host country. • To provide them with methods and tools to pitch and communicate their business idea to external stakeholders, potential customers, etc. • To present and given an overview of the NABC model and give the participants the opportunity to practice their pitching skills.



Description

Part 1: Assessing your entrepreneurial skills – What skills does an entrepreneur need? (1,5 hours)

Introduction to some of the skills needed by entrepreneurs:

- Motivation
- Innovation
- Risk-taking
- Creativity
- Dedication to work
- Decision-making
- Management
- Leadership
- Sense of initiative

Introduce these entrepreneurial skills to the participants, and ask them to write down on post-its their answers and thoughts to these questions:

- Do you agree with these competencies described?
- What other skills do you think are needed to become an entrepreneur?
- Please add other competencies/skills (formal and informal) and explain why you think they are needed.

Present to them the following information and ask for the participant's feedback:

1. Technical skills (practical knowledge) - such as operational skills specific to the industry; communications, research & development.
2. Entrepreneurial skills – inner discipline, ability to take risks, innovation, change-oriented mindset.
3. Management skills – planning, decision-making, motivating, marketing, finance.

Do they agree with these categories? Why yes or why not?

Ask them to reflect on their own skills, both formal and informal: do they think that they have any of these skills? Ask each participant to share, if they feel comfortable.

Part 2: Pitching your business idea! (2,5 hours)

Start by asking the participants to answer these questions:

- What is a pitch?
- Why is it important to be able/learn how to communicate one's business idea?
- Who should the pitch address?

Give them imaginary scenarios and ask the participants to pretend they are entrepreneurs already and assign them a business idea each (in small groups of 2-3 people). Divide the group and have a discussion on the topic.

Why is it important to communicate your business idea by pitching?

- Presenting your business idea to another party
- Communicating your idea to potential investors
- Communicating your idea to potential customers

NEED

What is the problem that YOUR product is solving?

APPROACH

How does YOUR product solve the problem?

BENEFITS

What values will users get by using YOUR solution?

COMPETITION

Why should they use YOUR solution compared to others?

- Networking events
- Banking institutions
- Investors and grant applications

Introduce the NABC model and explain it to the participants:

(from <https://www.innovation.lu.se/tips-inspiration/nabc-en-modell-att-testa-din-ide>)

Five tips for a great pitch:

1. Curiosity is key!
2. Know your audience
3. Start with a goal in mind
4. Pitch as if you are sitting with the audience
5. Ask for feedback, and practice!

-Check in with the participants: Is the model clear? Do they have any questions or comments?

Exercise: (50-60 minutes)

Give the following instructions to the groups to practice pitching their business idea using the NABC model presented.

- Write down 3-4 elements for each section of the NABC model
- Create your pitch based on those elements – the pitch should be a short text of 2-3 minutes where you share your business idea with the audience with the goal of catching their attention.
- Don't forget to hook us and give us a clear call to action
- You can use your own business idea or use some ready-made examples.

The groups present their pitches and give feedback to each other. What was challenging? What was easy and what could be improved?

Evaluation & Close-up: evaluate the workshop by asking the participants for feedback and closing the session.

Additional
remarks



**Useful
references**

<https://innovationenglish.sites.ku.dk/metode/plan-the-pitch-with-nabc/>

<https://wicp.network/category/publications/>

<https://www.innovation.lu.se/en/our-services/tips-inspiration/nabc-how-test-your-idea>

<https://www.mindtools.com/akrkkvp/entrepreneurial-skills>



Developing Your Entrepreneurial Business Plan



Activity	No.
Cluster	Upskilling
Path	Entrepreneurial skills
Workshop title	"Developing Your Entrepreneurial Business Plan"
Developed by (PITCH partner)	INCOMA
Setting of delivery	face-to-face / Online
Adaptation of existing material:	Business Plan
Type of activity	Workshop
Resources needed	Paper and pens. It would be highly recommended to contact a facilitator who is expert with business plans.
Duration	3 hrs
Learning Objectives	<ul style="list-style-type: none"> • Understand the importance of a well-defined business plan in entrepreneurship. • Identify and articulate personal motivations, qualities, and skills relevant to entrepreneurship. • Develop a clear understanding of the unique aspects and value proposition of their product or service. • Explore the potential for partnerships or networks to support business development. • Define target customers and devise strategies to reach and attract them. • Consider key factors when selecting a business location. • Learn pricing strategies and considerations for setting competitive and profitable prices.



- Explore various marketing strategies and channels to promote their product or service.
- Develop the ability to summarize and communicate key elements of a business plan.
- Reflect on the activity and gain insights into personal strengths, challenges, and strategies for successful entrepreneurial planning.

Description	<p>Introduction (20 minutes): Provide an overview of the importance of a well-defined business plan for entrepreneurial success. Explain the key components of a business plan and their significance.</p> <p>My Profile (20 minutes): Encourage participants to reflect on their motivations, qualities, and skills as entrepreneurs. Ask them to describe their unique strengths and how these attributes can contribute to their business success. “Do I want to start my own business? What skills and qualifications do I have?”</p> <p>My Product/Service (20 minutes): Guide participants in identifying and articulating the product or service they plan to offer. Discuss the unique selling points and value proposition of their product/service compared to competitors. “What does my idea consist of, and what makes it unique?”</p> <p>My Partners or Network (20 minutes): Discuss the importance of partnerships or networks in business development. Encourage participants to explore potential partnerships for manufacturing, distribution, or sales if relevant to their business idea. “Which partners could prove key for me?”</p> <p>My customers (20 minutes): Help participants define their target customers and understand their needs and preferences. Facilitate brainstorming on strategies to reach and attract their target customers. “Do my costumers have any special requirements?”</p> <p>My Location (20 minutes): Discuss the significance of choosing the right business location. Guide participants in considering factors such as accessibility, target market proximity market competition, and cost when determining their business location.</p> <p>My Price (20 minutes):</p>
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Explore pricing strategies and considerations, such as cost analysis, value proposition, and competitor pricing.

Assist participants in determining an appropriate pricing strategy for their product or service.

My Marketing (20 minutes):

Introduce various marketing strategies and channels.

Help participants develop a marketing plan by identifying suitable marketing channels and activities to promote their product or service.

Business Plan Summary (10 minutes):

Provide participants with a template or framework to summarize their business plan based on the topics covered.

Encourage them to fill in the details discussed during the activity.

Closing and Reflection (10 minutes):

Allow participants to share their reflections on the activity and the insights gained.

Provide additional resources and references to support participants in further developing their business plan.

Additional remarks

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

