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ArtEMi Project

Art and Education for social inclusion of Migrant women

ArtEMi Occupability Guidelines

ArtEMi

ART & EDUCATION FOR SOCIAL INCLUSION OF MIGRANT WOMEN

ART AND EDUCATION FOR SOCIAL INCLUSION OF MIGRANT WOMEN

The project

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Partners

- Associazione DUN - Onlus
- Associacao recreativa, cultural e social de Silveirinhos
- Storie di mondi possibili
- Mobilizing Expertise AB
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Introduction

ArtEMi project, Art and Education for Social Inclusion of Migrant Women, is an Erasmus Plus funded project, KA220-ADU-7D59318B, addressing the difficulties faced by migrant women and other marginalised social groups, particularly during the COVID-19 era, aiming, at the one hand to promote resilience, creativity and social inclusion in order to overcome psychological distress through art therapy, autobiographical storytelling and activities that increase self-esteem and entrepreneurship and offer them educational training and employment prospects, and at the other hand to involve a wide range of relevant organisations at local, national and European level.

The PR2, ArtEMi Occupability Guidelines, constitutes a handbook mainly targeted at professionals, organisations and institutions involved in social work with migrant and resident women for supporting the employability of migrant women, describing and explaining several activities aimed at highlighting personal competencies and skills, improving soft, language and digital skills, initiating self-entrepreneurship projects and orienting to vocational studies and training. It includes guidelines for the employability of migrant women with activities aimed at bringing out personal skills and abilities, improving transversal, linguistic and digital skills, starting self-entrepreneurship projects, and orienting them towards study and professional training.

The main objectives of the ArtEMi Occupability Guidelines are:

- to analyse migrant women's needs,
- to promote inclusion through social, cultural and creative experiences, and
- to address intersectional discrimination by helping women acknowledge their values, competencies, skills, and potential as tools for improving their lives and meeting their expectations.

In the first chapter of the Occupability Guidelines a brief analysis on migrants and female migrants needs related to social inclusion and professional development is presented based on based on evidence from studies in the EU.

In the second chapter, the possibilities of art therapy and the autobiographical techniques for social inclusion and development are described.

In the final chapter, the third one, the different methodologies and activities for the enhancement of migrants women employability developed by the project partners can be found, divided in the following categories: methodologies and activities used for the enhancement of soft, language, digital and transversal skills, methodologies and activities used for the

enhancement of professional and hard skills and methodologies and activities used for the enhancement of entrepreneurial skills.

Partners' voice

Associazione DUN-Onlus

ArtEMi project's presentation at the annual film festival "S-Cambiamo il Mondo" organised by the DUN Association on June 2nd at the Casa del Cinema in Rome.

DUN's participation in the Artemi project was extremely positive and enriching. As practitioners, we had the opportunity to observe first-hand the beneficial impact of art therapy on the participants. We achieved significant results in terms of empowerment and confidence. The women involved in the project developed a greater awareness of themselves and their abilities. Many of them reported increased confidence both in themselves and in the community, testifying to a positive impact in their daily lives.

As far as we DUN practitioners are concerned, the encounter with the other project partners was productive and stimulating throughout. Collaboration with professionals from different European countries enriched the project by sharing experiences, methodologies and best practices. Cross-cultural exchanges allowed us to share knowledge, we learnt new art therapy techniques and intervention strategies that we could then apply in our sessions.

The collaboration facilitated the creation of support networks and lasting partnerships that will benefit future projects and initiatives by fostering intercultural understanding and respect.

Participating in this project has strengthened our awareness that art therapy is a powerful tool to foster social inclusion. The participants showed a remarkable improvement in their ability to express emotions and tell their stories. Furthermore, we observed that the combination of craft activities with digital storytelling techniques and visual arts can facilitate the process of self-awareness and strengthen the sense of belonging to the community. Many of them reported increased confidence both in themselves and in the community, testifying to a positive impact in their daily lives.

ARCSS's workshops in Portugal

ARCSS - Associação Recreativa Cultural e Social de Silveirinhos

For ARCSS (Associação Social de Silveirinhos), participation in the ARTEMI project was extremely enriching and remarkable. Working with migrant women allowed us to understand their reality, their potential and difficulties.

Each migrant woman is unique, brings personal and cultural baggage, and that her origin must be taken into account when organizing activities and projects. Openness to activities and their prejudices varied according to culture and country of origin.

This project reinforced the skills of the institution and our technicians in order to adapt to different cultures, approach people in different ways and gain their trust.

Working with stakeholders reinforced community work skills, further expanded the work we were already carrying out with vulnerable audiences and gave us more information about different realities, allowing us to adjust our intervention strategy.

The piloting workshops were very important to understand which activities and strategies were most appropriate to reach migrant women and help them with their inclusion. It allowed us to test different methodologies and create a safe and trusting environment with migrant women.

At the end of the project, we reinforce the idea that all work with migrant women must always address three axes that mark these women's lives: Memory and identity; Integration difficulties; Life Projects.

SPM - Storie di Mondi Possibili

The ARTEMI project provided our association "Storie di Mondi Possibili" with valuable insights into the reality of migrant women in Italy and Europe, shedding light on the challenges and opportunities they face.

SMP's workshops in Italy

The women involved in the project come from diverse backgrounds: some have skills and knowledge not fully acknowledged in Italy, while others had limited access to education before

their arrival. Despite time constraints and cultural barriers, these women displayed remarkable determination to improve their circumstances, particularly young women from Afghanistan and Iran, driven by a desire for change both for themselves and for the women who stayed back in their home countries.

The project offered a safe space where these women could meet, acknowledge their potential and enhance their skills, highlighting the importance of initiatives like ARTEMI. Collaboration with other European organizations enriched everybody's methodology, resulting in innovative educational activities, such as incorporating self-storytelling into workshops on crafts and cooking.

Finally, our project emphasized the value of solidarity networks among women, involving Italian volunteers and local associations in Rome. It also showed how migrant women are a vital part of Europe's social change process, contributing to a movement for transformation and improvement.

MEXPERT - Mobilizing Expertise AB

MEXPERT's workshops in Sweden

Having worked with migrants and professionals for years, our team became well-acquainted with the various social and psychological challenges faced by migrants, particularly migrant women, in their home countries. Our experiences led us to recognize the importance of addressing these

issues through an Erasmus+ project. Thanks to the support of our Italian coordinator, SMP, our idea evolved from a mere concept into a selected Erasmus+ project.

Before the project began, we anticipated some of the challenges migrant women face and believed that creating a space for them to express themselves through art would be beneficial. However, as the project unfolded, we witnessed firsthand the profound loneliness many migrant women experience, their tendency to hide their unhappiness from their partners, and the significant obstacles they encounter in finding employment. It was a pivotal moment for everyone to realize that nearly all of them shared similar struggles and that it was not “strange” to feel bad about it.

The workshops within the ArtEMI project were well-received, with participants expressing a strong desire for more opportunities to connect with fellow migrant women who understood their struggles. As Mexpert, we organized a total of 15 activities and workshops on a weekly basis to address these issues and promote their well-being. Workshops such as River of Life, Handy Crafts, Paint & Sip, and Mindfulness Week garnered the most interest from migrant women. The River of Life workshop, in particular, was a day of sharing, with participants often recounting sad stories, which led to powerful moments of support and healing. ArtEMI underscored the importance of providing a platform for migrant women to connect, listen, and offer support, while emphasizing the value of simple gestures like a hug.

The success of our workshops and the relationships built with participants throughout the ArtEMI project have left us with cherished memories. We are grateful for the strengthened bonds and lasting friendships that have extended beyond the project’s conclusion. We hope that all migrant women worldwide can experience the transformative power of a project like ArtEMI.

DAFNI Kentro Epaggelmatikis Katartisis

On behalf of the DAFNI KEK team, being a part of the ArtEMi project has been an insightful and transformative journey. Through the use of various art therapy methodologies such as photowalks, autobiographical narration and storytelling, creative writing, poetry, and drawing and the development of various activities based on these methodologies, we aimed to promote resilience, creativity, and social inclusion among our target group. Our activities showed interesting indicators and can be deemed effective in overcoming psychological distress, boosting self-esteem, and fostering an attitude of self-entrepreneurship and we observed firsthand their transformative power. We learned that combining these creative expressions provides therapeutic benefits and empowers women to reflect on their experiences, share their stories, and envision brighter futures.

DAFNI KEK's workshops in Greece

Our observations from the piloting phase have been encouraging; participants have shown significant improvement in their emotional well-being, self-confidence, and social connections. During our Multiplier Event, a number of the participants confided in us that they had started to see themselves as capable individuals with valuable stories and skills. This gave us the confidence to continue our project's activities and to complete the publication of our PRs, the ArtEMi Toolkit, the ArtEMi Occupability Guidelines and the ArtEMi Support Practices. However, there is still much to achieve. We aspire to expand our reach, involving more organisations at local, national, and European levels and get them acquainted with our methodologies, to address the multifaceted challenges faced by migrant women. Our ultimate goal is to offer comprehensive educational, training, and employment opportunities to diverse groups of educators in need, ensuring their full integration and active participation in society.

1. Migrants' needs related to social inclusion and professional development

Migrants often experience higher levels of exclusion and are predominantly found in lower socioeconomic groups, facing challenges such as unstable employment, unemployment, homelessness, substandard housing, poor health, and insufficient consumption patterns. To thrive, they require stable jobs, adequate housing, healthcare access, financial security, and educational and vocational opportunities for both youth and adults (International Federation of Red Cross and Red Crescent Societies [IFRC], n.d.). Additionally, addressing past traumas through psychosocial support is vital once their basic needs are met (Satinsky et al., 2019; Schick et al., 2016). Integration into new communities is crucial but can be obstructed by language and cultural barriers, making these conditions key for helping migrants adapt to their new environment (Mirici, 2020).

Migrants: Trends

Eurostat (2022a) data shows that on 1 January 2021, the population of the EU stood at 447.2 million people, with 23.7 million (5.3%) being non-EU citizens. Additionally, in 2022, the EU experienced a notable surge in new asylum applications. Eurostat reported a 64% increase compared to 2021, with 881,220 first-time asylum seekers seeking protection in the EU that year (Eurostat, 2024b). Family migration also saw a rise and constituted the largest category of inflows, accounting for more than 40% of all new permanent migrants to OECD countries, including all EU Member States (Organisation for Economic Co-operation and Development [OECD], 2022).

Legal framework

The legal framework governing legalisation in many European Union countries is often criticized for being rigid, bureaucratic, and unwelcoming to migrants. It imposes severe restrictions through overly complex procedures (Federico & Baglioni, 2021). Legalisation is typically viewed as a temporary solution, treating migrants as transient or pending departure. Consequently, facilitating the social integration of migrants hinges on implementing simpler, more efficient procedures that minimize bureaucratic hurdles (European Union Agency for Fundamental Rights [FRA], 2023). Simplifying the legalization process is crucial for fostering the social integration of migrants.

Active participation in labour market

Central to the successful social integration of migrants is their active participation in the labor market. This engagement serves as a cornerstone for social inclusion and informs policy development (Federico & Baglioni, 2021). While labor market participation is undeniably crucial, unemployment significantly increases the risk of marginalization and social exclusion (OECD, 2022). However, a notable discrepancy exists between the qualifications of many migrants and the types of employment they secure. Often, migrants find themselves in low-skilled, physically demanding occupations and these positions fail to capitalize on the migrants' full potential, encompassing both their formal educational achievements and their practical skillsets (OECD/European Commission, 2023). Research underscores that the quality of employment is equally important as the mere act of being employed. Employment offers migrants not only financial security but also opportunities for social connection, access to housing, interaction with colleagues, and language acquisition (Dorn & Zweimüller, 2021). Furthermore, secure employment confers social status within both the migrant's family unit and the host country. Nonetheless, the significant challenge persisting is that the current labor market demonstrates a concerning underutilization of the social and educational capital that migrants bring (OECD/European Commission, 2023).

"Paint and sip" workshop organized by MEXPERT

Active involvement in the society

Active participation in the host country's society is vital for the integration of migrants and has a significant effect on their well-being. When migrants actively express their views, engage with societal processes, and contribute to decision-making, they feel more connected to their new environment. The relationship between native and migrant populations also plays a key role; strong social cohesion promotes integration, while weak cohesion hinders it. Research indicates that acquiring citizenship is a crucial milestone in this process, with electoral participation serving as a clear sign of integration (Frangiskou et al., 2020).

Religious services and activities within migrant networks and associations are also essential, providing a sense of comfort and community. These interactions help foster social connections,

allowing migrants to share their skills and experiences, contribute to others' well-being, and regain a sense of value (IFRC, n.d.).

Housing

Research indicates that migrants often face discrimination when seeking adequate housing, leading to unmet basic needs and violations of their fundamental rights. Integration is therefore seen as a bilateral process requiring mutual commitment and is understood as a long-term effort involving multiple factors and basic needs (Salinaro & Ilardo, 2022). Access to housing is a key determinant of successful integration, significantly impacting employment, education opportunities, and interactions with host communities. Despite being officially recognized as a fundamental human right, access to housing and appropriate legislation for migrants are not guaranteed across Europe (OECD/European Commission, 2023).

The 2008 economic crisis exposed a severe housing crisis in Europe, exacerbated by inadequate public interventions. This resulted in high housing costs, shortages of affordable and social housing, and increased discrimination in the housing market, making it difficult for migrants to secure stable, long-term housing (Lukes et al., 2019). Many migrants endure inhumane housing and hygiene conditions, often living in temporary "sleeping quarters" within deteriorating urban neighborhoods. A significant issue is the geographic and residential isolation of migrant communities in these areas, leading to the formation of ethnic ghettos.

Health

Health is essential to well-being and directly influences how migrants engage with society. Healthier migrants are more likely to work, earn higher incomes, and build social networks. However, many migrants, particularly irregular ones, face high levels of exclusion and significant barriers to healthcare access. Specific health risks and access challenges disproportionately affect newly arrived migrants, those in temporary reception or detention centers, and undocumented immigrants. Even long-term migrants encounter difficulties receiving healthcare in multicultural settings. Health issues often intersect with poverty and poor living conditions, creating a cycle that links deprivation, poor health, and limited healthcare access. For asylum seekers and undocumented migrants, the physical aftermath of war and torture frequently leads to mental health challenges. Irregular migrants are often excluded from national health programs and financial protections, facing high costs, low health literacy, cultural competence gaps among providers, stigma, and insufficient interpreting services (World Health Organization [WHO], 2022).

Many health problems affecting migrants, asylum seekers, and undocumented immigrants are closely tied to poverty and deprivation. Improving their economic and living conditions should be

a priority for enhancing their health. This could involve initiatives to improve employment opportunities and provide additional support through social services and housing (WHO, 2022).

Language and Education

Children, teenagers, and some adults need access to primary, secondary, and higher education, as well as vocational training. For migrants, especially those without regular status or those required to pay for education, this can be particularly challenging. Language barriers often further delay children's educational progress (IFRC, n.d.). Migrants also need up-to-date information about their rights, regulatory changes, and practical guidance on how to exercise these rights. However, language difficulties can hinder their ability to obtain accurate and timely information through traditional sources like news outlets and radio (Frangiskou et al., 2020).

“Chocolate” workshop organized by ARCSS

1.1 Migrant womens' needs related to social inclusion and professional development

Migrant women are playing a growing socio-economic role in the European Union (EU). Once they were mainly seen as companions to migrant men, whereas now they migrate independently for work. Migration can boost women's autonomy, human capital, self-esteem, and influence within their families and communities. By accessing education and economic opportunities in the host country, women can shift traditional norms and improve their rights and resources. Returning home, they often retain their autonomy, bringing back new skills and norms, and frequently starting their own businesses (European Migration Network [EMN], 2021). Despite making up about half of the global migrant population, women's integration into host societies is often hindered by institutional barriers. Legal status significantly impacts their migration experience, with many working in low-paid, unregulated sectors despite being over-qualified (Orav, 2023). Employment and legal status affect their access to public services, and those with young children face additional challenges in entering the labour market. In other words, migrant women are more likely to be unemployed or economically inactive than other groups in the EU (European Institute for Gender Equality [EIGE], 2024).

Female Migrants: Current Trends

According to data, women are nearly half of the global migrant population. In 2020, 48.1% of migrants were women (Migration Data Portal, n.d.). The EU-27 plus Norway had a population of 452.7 million, with women constituting 51%. While men slightly outnumbered women among migrants in most Member States, Cyprus, France, and Ireland had more female migrants. Third-country nationals represented 5% of the population, with men making up 51% (EIGE, 2024).

Recent trends show that nearly as many women as men now migrate independently to and within Europe, a shift from the past when women primarily joined their partners. Women often face gender-specific barriers in the formal labour market, pushing many into informal, traditionally female jobs like domestic work and caregiving. As remittance senders, migrant women play a crucial socio-economic role in both their home and host countries (EIGE, 2024).

In addition, a significant rise in the number of refugees followed Russia's invasion of Ukraine in February 2022. By April 2023, more than 8 million individual refugees had been registered across Europe, with the majority initially fleeing Ukraine to neighboring EU countries, with the majority of them being women and children comprising 90% of those who fled (United Nations Entity for Gender Equality and the Empowerment of Women [UN Women] & CARE International, 2022).

Legal Status

A migrant woman's ability to integrate into EU society largely depends on her legal status. Those who are legally resident and employed have the best opportunities for successful integration. The integration of women arriving for family reunification, governed by Directive 2003/86/EC, is more complicated. Since most family migrants are women, they are significantly impacted by these regulations, which can lead to social exclusion and dependency on harmful relationships due to the fear of deportation. Irregular migrants face even greater instability, with constant threats of deportation or detention, and are restricted to informal market employment (European Migration Network [EMN], 2021). Directive 2004/81/EC enables victims of human trafficking to obtain residence permits and integrate, provided they cooperate with authorities. Member States may also extend this protection to third-country nationals involved in facilitating irregular migration.

"Self-introduction through your story" workshop organized by DAFNI KEK

Participation in the labour market

The integration of migrant women is a complex issue, influenced by the host country, their community, and their acceptance of the mainstream norms, with some women experiencing marginalization, especially those from devout Muslim communities who may face barriers to participation in training and mixed-gender programs. Migrant women may face coercion and violence, including forced marriages and female genital mutilation, while host country barriers to employment, services, and economic independence-exacerbated by policies and institutional practices—compound their exclusion and the double discrimination they experience as both migrants and women (Global Migration Policy Associates [GMPA], n.d.). Migrant women are more likely to be unemployed or economically inactive than any other group in the EU labor market, with employment rates strongly linked to their reasons for migration. Refugee women have an average employment rate of 45% compared to 62% for refugee men, and migrant women, especially those from countries with low female employment rates or those with young children, face higher unemployment, further exacerbated by the COVID-19 pandemic through job loss, increased caregiving, and frontline work exposure (EIGE, 2020).

Among migrants, third-country migrant women had a higher unemployment rate compared to other women and men with similar education levels. In 2021, 22% of foreign-born men and 25%

of foreign-born women in the EU reported encountering difficulties in securing suitable employment in their host country (Eurostat, 2024c). Many third-country migrant women are employed in low-skilled, insecure, and poorly paid jobs in high-demand sectors like domestic care, cleaning, and catering, facing limited labor law protection, discrimination, exploitation, low social benefits, and restricted access to public services (Cortinovis, et al., 2020). Over-qualification is common among migrant women, especially in the domestic sector, where their tasks are often seen as a natural extension of family roles rather than requiring new professional skills. This perception leads to them being labeled as 'low skilled' despite performing tasks like cooking, cleaning, childcare, and tending to the sick. Academics argue that these women are not 'low skilled' but 'low income' (Cortinovis et al., 2020). Highly qualified migrant women who reunite with their partners, especially those who are mothers from non-EU countries, experience the lowest levels of career wellbeing. This negatively impacts their financial satisfaction, subjective wellbeing, and social relationships (Spadavecchia & Yu, 2021).

Active involvement in the society

Female refugees are often expected by their communities to maintain cultural traditions from their home country, including childcare, household duties, and language, as dictated by male family members, with this expectation fostering isolation and dependence, hindering integration and limiting access to services, job opportunities, training, and language courses (Sansonetti, 2016). Preventing their isolation is essential for improving their well-being and integration. In addition, asylum-seeking and refugee women face limited social integration and independence due to reduced access to learning the host country's language and their reliance on family for translations (Sansonetti, 2016). This also hinders their labor market opportunities, as they cannot participate in training courses or other employment-related programs.

According to studies on migrants' integartion, the relationship between economic and social integration may be bidirectional, in the sense that employment leads to broader societal integration (Barslund et al., 2017). Work provides more than economic support; it fosters a sense of societal belonging and purpose (Rosso et al., 2010). Conversely, job loss can lead to social isolation and other negative psychological effects (Krug et al., 2019). The impact of employment on social inclusion also depends on the quality of the job (Pohlan, 2019). The European Commission's Zaragoza indicators measure social integration through labor market integration, health status, educational attainment, social inclusion, naturalization rates, and long-term residence status (OECD/EU, 2023). Barslund et al. (2017) argue that these indicators may be important for assessing migrant well-being, but they usually offer limited insights into active participation in host societies.

To assess migrants' active participation in host societies, Barslund et al. (2017) expanding on Hoskins and Mascherini (2008), measure the proportion of the migrants' population engaging in

activities such as volunteering in organizations, signing petitions, participating in lawful demonstrations, boycotting products, displaying campaign badges or stickers, contacting politicians or officials, and being members of political parties. They find that third-country nationals are generally less likely to engage in active citizenship activities, with a notably larger gender gap, especially among the low-skilled and that the initial unemployment rate in the host country negatively impacts current employment and active citizenship among migrants, though this effect diminishes over time. Poor initial labor market conditions lower employment prospects and social integration outcomes in subsequent years. Taking into account all the facts, policies for the integration of migrant and refugee women should aim to empower refugee them and promote their independence by offering services and measures that address their specific needs and help prevent isolation.

Housing

From 2016 to 2020, third-country nationals experienced overcrowding rates about 10 percentage points higher than EU citizens. In both groups improvements were observed, with overcrowding decreasing by 3% for third-country nationals and 8% for EU citizens from 2019 to 2020 (Eurostat, 2024d). Third-country migrant females had lower overcrowding rates than males by 1.8 to 3.4 percentage points each year (Eurostat, 2024d). However, in some EU Member States, females faced higher overcrowding levels than males, with differences ranging from 0.5 points in Portugal to 4.8 points in Germany (Eurostat, 2024d).

"Job skills" workshop organized by SMP

In fact, refugees face significant housing challenges due to inadequate reception systems and discriminatory landlords, leading to segregation in specific areas of host cities (McAuliffe & Oucho, 2024; Alam et al., 2019). Similarly, living conditions in refugee camps and reception centers are often dreadful, with limited access to basic services and increased violence. Women, who are typically excluded from decision-making processes, suffer the most from these conditions (UNHCR, 2020). Female refugees, especially those with children, often have greater access to protected housing due to their vulnerability, but this is not the case for single women

refugees who are more likely to remain in emergency housing compared to their male counterparts who have better labor market access (Alam et al., 2019; EMN, 2022).

Furthermore, displaced women and girls in urban areas often live in poor conditions with limited basic services, facing risks of sexual exploitation due to unemployment and economic hardship, and restrictions from leaving home to avoid police and family control (Sansonetti, 2016). Domestic violence is also among the risk that female individuals face (EMN, 2022). Both female and male refugees encounter discrimination when seeking housing, experiencing racism from landlords and neighbors, which causes significant stress and negatively affects children's behavior (UNHCR, 2020).

Taking all the facts into account, NGOs and public institutions should hold separate consultations with refugee women to address their specific shelter needs and ensure separate housing and sanitary facilities for men and women, maintain family unity, allow single women to live separately with their children, provide proper lighting, and ensure access to schooling, public transport, and healthcare services (UNHCR, 2020). In addition, separate housing for men and women can help prevent GBV, and reception centers should educate about its criminal nature, ensure safe conditions for reporting, take complaints seriously, and support victims to encourage more women to report such crimes (UNHCR, 2020; Alam et al., 2019). Childcare facilities are also of the outmost importance to enable female refugees and asylum seekers to attend interviews, job searches, and healthcare appointments (EMN, 2022; UNHCR, 2020). Furthermore, public authorities should promote community education campaigns and improve measures for providing refugees with proper housing, access to social services, public transport, schools, jobs, and healthcare (McAuliffe & Oucho, 2024; EMN, 2022). Additionally, a mediation service should offer refugees legal advice, housing search assistance, interpreters, and conflict resolution with landlords and neighbors (Sansonetti, 2016).

Health

Between 2016 and 2020, the average percentage of self-reported unmet medical needs decreased across the EU27 and Norway (Eurostat, 2024e). However, third-country female migrants consistently reported higher unmet medical needs than third-country males and the total population, except in 2016 (Eurostat, 2024e). More particularly, refugee women's health is often critical due to their experiences with war, political instability, climate change, persecution, malnutrition, psychological trauma, violence, FGM, and lack of access to basic healthcare and preventive services in their countries of origin and during their journey (McAuliffe & Oucho, 2024; EMN, 2022). They also face difficulties related to access to healthcare services, communication

and cross-cultural barriers, lack of information on how the healthcare system works and trained health personnel on refugees' issues, mutual misunderstandings, and lack of trust (McAuliffe & Oucho, 2024; EMN, 2022; EIGE, 2020). Moreover, the lack of hygiene kits can negatively impact refugee women and girls by limiting their participation in community activities, training, employment, and school attendance, leading to lower academic performance (EMN, 2022; EIGE, 2020). United Nations High Commissioner for United Nations High Commissioner for Refugees [UNHCR] (2020) proposes that healthcare services should screen for at-risk individuals, offer psychological support, conduct reproductive health activities, and ensure accessible, gender-sensitive care and follow-up, collaborating with traditional health practitioners and the community to enhance awareness and support initiatives. In addition, UNHCR (2020) describes hosting countries' responsibilities regarding female migrants and refugees health. Host countries are urged to provide protection and healthcare, including trauma treatment, for women in difficult situations like armed conflict and refugee status, to ensure access to sexual health information and services for all women and girls, including trafficking victims, to guarantee safe motherhood and emergency obstetric services and to implement laws against FGM and child marriage (UNHCR, 2020).

"Tree of Life" workshop organized by DAFNI KEK

Language and Education

From 2016 to 2020, educational attainment in the EU27 and Norway increased to 77% for the total population and 69% for third-country nationals (Eurostat, 2024f). Migrant women outpaced men in educational growth, though their attainment levels still lagged behind the general population, with 70% having upper secondary or tertiary education compared to 77% overall in 2020 (Eurostat, 2024f; EMN, 2022). From 2016 to 2019, the share of people with tertiary

education increased from 29.9% to 32% (Eurostat, 2024f). Migrant women consistently outperformed migrant men, with their educational attainment rising from 28% to 32% (Eurostat, 2024f; EMN, 2022).

It is quite obvious that the access to education and training is crucial for refugee and asylum-seeking women's integration and resilience. Education benefits mothers and their children, motivating mutual success (Hawkes et al., 2020; EMN, 2022; Sansonetti, 2016). Effective training should promote social and labor market integration, combat social exclusion, and involve employers for relevant skill development and job placements (McAuliffe & Oucho, 2024; EMN, 2022; Sansonetti, 2019). Moreover, all kinds of training programs must consider women's limited time due to family duties, offering flexible schedules and childcare (McAuliffe & Oucho, 2024; EMN, 2022; EIGE, 2020). Training should provide the opportunity of enhancing unrecognized skills and providing nationally accredited certificates to aid professional integration (McAuliffe & Oucho, 2024; EMN, 2022; EIGE, 2020; Alam et al., 2019). Admittedly, pursuing education gives hope to refugee women often employed in under-skilled jobs (Sansonetti, 2016).

Furthermore, language courses are crucial for the integration of refugees and should be available early in the process (EMN, 2022; Alam et al., 2019). These courses, typically organized by NGOs rather than public institutions, help refugees, especially women, gain community belonging and independence (Sansonetti, 2016). Proper language training enables women to integrate into society, use public services confidently, and understand their rights without male mediation with the most effective courses to include language learning, local culture, practical skills, and rights awareness (EIGE, 2020; Sansonetti, 2016). However, access to these courses can be challenging due to family care duties and limited availability of childcare services, which often prioritize employed parents, disadvantaging unemployed refugee women (McAuliffe & Oucho, 2024; EMN, 2022).

Protection from Gender-based Violence

Women migrants, refugees, and asylum seekers face significant vulnerability to exploitation and abuse, often encountering gender-based violence before the start and throughout their migration journeys (EIGE, 2020; Araujo, 2019; Parish, 2017). This violence, including rape perpetrated by intimate partners and supposed protectors, is prevalent across all stages of their journey, highlighting the persistent risks associated with migration (EIGE, 2020; Araujo, 2019). Especially those traveling alone or adolescent girls, face significant risks such as early and forced marriage, transactional sex, rape, sexual harassment, and physical assault (FRA, 2019; Freedman, 2016). Still, they remain vulnerable to sexual and gender-based violence in reception centers and other refugee facilities upon their arrival in the EU, compounded by barriers to employment, legal status, language proficiency, and social support networks (Poya & Zobnina, 2023; Khaligh, et al., 2022).

In addition, EIGE (2018) highlights that EU Member States encounter challenges in addressing asylum claims based on female genital mutilation and in accurately estimating the risk of female genital mutilation among girls, whether they are first- or second-generation migrants. Trafficking for sexual exploitation, primarily affecting women and girls, constitutes the predominant form of trafficking in human beings within the EU-27, with 95% of registered victims in this category between 2015-2016 (European Commission, 2024; EIGE, 2020; FRA, 2019). Despite this, data on trafficking remain incomplete, particularly concerning labor exploitation where 80% of victims are men, though sectors like domestic work see predominantly female victims (European Commission, 2024; EIGE, 2020; FRA, 2019). Women refugees and migrants face significant barriers in accessing support services due to factors such as lack of awareness of reporting rights and procedures, insufficient staff training on gender-based violence, and dependency on spouses for residence permits, as well as undocumented migrant women, fearing arrest or deportation, often hesitate to seek help despite facing economic disadvantage and intimidation related to their status (Poya & Zobnina, 2023; EIGE, 2020).

"Logo" workshop organized by ARCSS

Furthermore, many experts and humanitarian actors do not prioritize gender-based violence due to insufficient data and underreporting by victims, resulting in ineffective policy responses and practical measures to address the issue (EMN, 2022; FRA, 2019). At the same time, survivors of gender-based violence often do not report incidents due to self-blame, fear of reprisals, mistrust of authorities, and concerns about social stigma and rejection and victims of sexual violence may also fear negative consequences, such as being labeled as immoral, which could affect their immigration status or refugee claims (EIGE, 2020; FRA, 2019). In conclusion, efforts are needed from public authorities and humanitarian actors to combat gender-based violence, including training staff to understand cultural sensitivities, deploying experts along migration routes and in destination sites, improving prevention and risk mitigation by NGOs, providing psychological aid and case management, ensuring access to female interpreters for survivors, informing women about local laws and rights, and adopting a tailored, multidimensional approach to address gender based violence across different contexts, from emergency response to long-term integration efforts.

“Funding opportunities for new business start-ups” workshop organized by SMP

2. Art therapy & Autobiographical techniques for social inclusion and professional development

With the global refugee population growing rapidly, it is crucial for reliable support systems to be developed worldwide. Refugees face numerous traumas from pre-migration to post-migration stages, including crises, painful journeys, separation, and challenges to adapt to the new reality (IFRC, n.d.). They often suffer higher rates of mental health issues like depression, anxiety, and PTSD compared to host populations (Scott & Williams, 2024). Refugees in Western countries are demonstrably more likely to suffer from PTSD than age-matched individuals in the general population (Nielsen et al., 2019; Kalmanowitz & Ho, 2017). The WHO (2021) and the International Organisation for Migration [IOM]/UN Migration (2019) report that migration-related stress can double the prevalence of serious disorders and increase mild to moderate mental disorders from 10% to 15%-20%. Consequently, providing resources for physical stability and accessible mental health care, which can assume many forms, is essential both for migrants and refugees.

"Handy crafts" workshop organized by MEXPERT

Art therapy is a therapeutic method that provides unique advantages, primarily due to its concentration on the creative process instead of verbal communication (Oepen & Gruber, 2023). It can help individuals surpass language obstacles and assist those who struggle to articulate their experiences. The term art therapy is oftentimes used in a broad sense to encompass different creative arts like dance and music therapy, the creation of visual or tactile art forms, decorative arts, performative arts and writing activities for therapeutic reasons (Schouten et al., 2015).

Creative art therapies stand apart from other therapies due to their experiential and nonverbal nature, and the use of artistic mediums such as drawing, painting, collage, and sculpting to form and convey emotions, thoughts, and memories (Gladding & Newsome, 2003). Unlike other methodologies, art therapy is characterized by the active engagement with and experience of art materials, the tangible and visual nature of the process, and the outcomes of the artistic creation

(Drožđek & Bolwerk, 2010; Johnson & Lahad, 2009).Research suggests that art therapy may effectively treat trauma in adults, refugees and asylum seekers, although more studies are needed, particularly focusing on refugees and asylum seekers (Rose & Bingley, 2017). Community-building is highlighted as a positive outcome for beneficiaries of art therapy groups and marginalised individuals, with other benefits including relief, self-reflection through artmaking, advocacy for rights, connection to home and culture, and envisioning future goals (Schwartzberg et al., 2021; Hanania, 2020; Kalamanowitz and Ho, 2017; Ely et al., 2017). Despite all the apparent arguments in favour of the techniques of art therapy, language is still considered to be one of the barriers resulting in additional time needed for translations and explanation of the activities and raising the concern that individuals with a lesser linguistic background in the language of the host country may benefit less from the approach (Ely et al., 2017).

In addition, studies have shown that participating in artistic activities helps migrants and refugees build social ties, support networks, and a sense of belonging in their new communities (Gross, et al., 2021; European Commission, 2017; Martiniello, 2015). Artistic projects involving both migrants and non-migrants effectively support the acculturation process through social support and cooperation. Additionally, studies in a number of countries have concluded that arts and cultural activities empower migrants by providing platforms for self-expression, communication, and showcasing skills, even when language skills or familiarity with local norms are limited (Pienimäki, 2021; Opfermann, 2020; Clini et al., 2019; Sunderland et al., 2015; Marsh, 2012; Rousseau et al., 2005). Moreover, according to studies, artistic practices like painting, drawing, and music positively impact the physical and mental well-being of migrants and refugees, reducing anxiety and depression, promote belonging, increase positive emotions and self-esteem, and mitigate health inequalities (Salgado & Patuzzi, 2022; Gross, et al., 2021; European Commission, 2017). Arts involving language and movement, such as theatre, can also help migrants learn the language of their new country (Opfermann, 2020).

Art therapy seems to have a positive impact on people with a migrant or refugee background. However, in the available research and scientific literature there is a lack of studies documenting the benefits of art therapy methods in the field of social integration and professional development of these marginalised groups of people, as most research focuses on the therapeutic and counselling aspect of this approach. This should be apparent as art therapy has been developed as a therapeutic method and is considered as such. In this publication, we focus on the collection of educational activities and methodologies that stem from art therapy and are related to various art forms, such as creative writing, autobiographical narration, story-telling, drawing, theatre-inspired practices, role-playing, self-reflection activities, creative expression activities with the enhancement of entrepreneurial skills, hands-on crafting and cultural

exploration activities that have the potential to contribute to social inclusion of both migrant women and other marginalised female groups and support them in self-awareness by bringing out personal competencies and skills, improving transversal, language and digital competencies and initiating self-entrepreneurship projects, with an orientation to study and vocational training.

3. Methodologies & Activities used for the enhancement of migrant women's employability

Methodologies & Activities				
Methodologies & Activities for Soft, Language, Digital & Transversal Skills				
No	**Title**	**Organisation**	**Methodology**	**Page**
1.	My migration story	DAFNI KEK	Life stories, autobiographical narration, autobiographical story-telling	26
2.	ProfilPASS in Simple Language	DAFNI KEK	Life stories, autobiographical narration (journey of self-discovery, active autobiographical method)	30
3.	Self-introduction through life stories, values and purpose: Writing a motivation letter	DAFNI KEK	Autobiographical story-telling	35
4.	Journey of self discovery	DAFNI KEK	Life stories, autobiographical narration (journey of self-discovery, active autobiographical method)	39
5.	Profession Perspectives: Breaking Stereotypes, Building Social Understanding	DAFNI KEK	Role-playing, theatre-inspired practices	43
6.	Letter to MySelf	Mobilizing Expertise	Active autobiographical method, self-reflection	48

7.	Woman's hands: over my life I have learnt...	Storie di Mondi Possibili	Philosophical practices - reflexive phenomenology - lecture	54
Methodologies & Activities for Professional & Hard Skills				
8.	Chocolate workshop	Associação Recreativa Cultural e Social de Silveirinhos	Development of cooking skills for creating your own business	61
9.	Handy crafts	Mobilizing Expertise	Hands-on learning, entrepreneurial approach, embroidery	64
10.	Reflection through art	Mobilizing Expertise	Creative expression, cultural exploration, hands-on crafting	69
Methodologies & Activities for Entrepreneurial Skills				
11.	241 Female Entrepreneurship	DAFNI KEK	Self-reflection activities, case studies, simulations, project-based learning, peer learning	74
12.	Logo design	Associação Recreativa Cultural e Social de Silveirinhos	Development of entrepreneurship skills	80

3.1 Methodologies & Activities for Soft, Language, Digital & Transversal Skills

Workshop 1: My Migration Story

Organization	**DAFNI KEK**

Methodology
Life stories, autobiographical narration, autobiographical story-telling

Type of activity		**Modality**	
Exercise		**In presence**	**x**
Activity	**x**	**Remote Activity**	
Workshop		**Blended learning**	

Title	My Migration Story
SUMMARY	The "My migration story" workshop is designed to help participants enhance their reading, grammar, and writing skills by engaging with migration stories, identifying syntactic and grammatical phenomena, and learning to construct coherent paragraphs. Participants will write and present their own migration stories, fostering confidence in speaking and promoting empathy by discussing shared experiences and challenges related to language learning, integration, employment, and training.
THEME	The "My migration story" workshop uses autobiographical storytelling techniques to support migrant women and migrants in self-awareness and empowerment. By engaging in educational activities that combine language learning and storytelling, participants will improve their language skills, share personal migration stories, and foster social inclusion.
PARTICIPANTS	The workshop addresses people in transitional phases who are in need of orientation and counselling. The simple language in all the activities facilitates the work with new immigrants as it has been particularly adapted to their situation and needs - both regarding language, content and layout.

	More specifically, working with the MILMET project's autobiographical story-telling tool requires a more integrated use of the language, but it can be adapted to participants' language level. The MILMET project's language learning tools can be used with adult individuals of all ages and backgrounds.
OBJECTIVE	The objectives of the workshop are for the participants: to improve their reading skills by engaging with various migration stories, developing a deeper understanding of the content and context; to recognize and identify syntactic and grammatical phenomena within the text, enhancing their grammatical knowledge and analytical skills; to gain a thorough understanding of different syntactic and grammatical structures and their applications in written and spoken language; to learn how to construct a basic paragraph, focusing on structure, coherence, and clarity; to use storytelling techniques to develop their personal narratives and express themselves; to build confidence in speaking and presenting in a new language and to promote empathy and understanding and highlight common issues related to language learning, integration, employment, and training.
MATERIALS	The materials needed for this workshop are a pencil or pen and erasers, a piece of paper or notebooks, writing pads and the "My migration story" worksheet available for all the participants. Also, a whiteboard and markers or a flip chart and markers for the facilitator to take notes and highlight important tips and to explain the steps of the activity. In addition, printed or digital copies of the different migration stories for reference and a PC or laptop and a projector or screen (if available) for displaying key points.
PREPARATION	The facilitator should select a location for the workshop that is a space considered safe by all participants. A place that provides a physically and emotionally safe environment for all participants, especially a place where people can freely express themselves without fear of prejudice or any negative judgment. The process of sharing personal information may be stressful for some of the participants, so the facilitator should be alert to understand any inconvenience, take the lead and handle the situation. In addition, the educator should be familiar with teaching the language of the host country in order to be able to adjust the workshop to the language learning level of the participants.
STEP BY STEP INSTRUCTIONS	1. Participants read the migration stories from the cards. 2. Participants identify all the syntactic and grammatical phenomena on the migration story cards. 3. The educator presents all the syntactic and grammatical phenomena and explains their use to learners. 4. The educator explains how we form a basic paragraph and learners form basic paragraphs titled "my migration story". 5. Participants present each short paragraph titled "my migration story" to one another and identify common points and experiences, as well as common problems and difficulties faced regarding language learning, integration process, employment and training.
EVALUATION	The last step of the workshop includes the reflection and evaluation process. Participants share their paragraphs titled "My migration story" to the group and they receive constructive feedback from their peers and the educator, focusing on the use of syntactic and grammatical

	structures, paragraph coherence, and clarity. After all the presentations, participants engage in a group discussion identifying common points and experiences shared in their stories, such as language learning, integration challenges, employment, and training difficulties. Then, participants are asked to express their thoughts and feelings about the exercise, reflecting on the following questions: “What did you learn about your peers' migration experiences?”, “How did identifying common themes help you feel more connected to the group?”, “What new insights did you gain about the challenges faced in language learning and integration?”. Also, the educator can encourage participants to suggest actionable steps or strategies that could help address the common problems and difficulties identified. This may include forming study groups, sharing useful resources, or developing new learning techniques.
TIPS - SAFETY	The workshop can be adapted to suit coherent and diverse groups of learners. Participants may share personal information and this process may be stressful for some of them, so the facilitator should be alert to understand any inconvenience, take the lead and handle the situation. Also, they should be aware of and respect cultural differences among participants, avoid making assumptions about their experiences or backgrounds, use inclusive language and be mindful of cultural norms and practices, and emphasize the importance of confidentiality. It should be ensured that participants understand that personal stories shared in the workshop should not be discussed outside of the group. The facilitator should provide clear, step-by-step instructions for each activity and use visual aids if possible to enhance the understanding, as well as encourage participants to ask questions if they are unsure about any part of the activities. In addition, it is highly advisable to the educator to use use examples from real migration stories to illustrate grammatical and syntactic phenomena to make the learning process more relatable and meaningful. Another part, which should be given full attention by the trainer is to be prepared to provide constructive feedback throughout the workshop, highlight strengths and provide specific suggestions for improvement, and also encourage peer feedback during presentations to foster a collaborative learning environment.
GROUP SIZE	The group size for this workshop does not matter, but it is more challenging to manage the workshop with the participation of many individuals. Working with a big group of people makes it harder to make people feel safe to share about themselves. 8 to 10 participants would be the ideal group size.
COMPLEXITY	The complexity of the workshop can be rated at 3. The facilitator needs to take some time to prepare the different phases of the workshop and all the necessary material, review the methodology and prepare the workshop's reflection phase. Also, the educator should be familiar with teaching the language of the host country in order to be able to adjust the workshop to the language learning level of the participants.
TIME	The suggested timeframe for the described activity “My migration story” is about 1 hour and 30 minutes to 3 hours. The activity was developed in the context of the MILMET project to help migrants and refugees learn the language of the host country and, at the same time,

	share their life stories and important experiences. The time needed to complete the activity depends on the language learning level of the participants.
AUTHOR(S) SOURCES	The resources used for the described workshop were developed during the Erasmus+ project MILMET (Migrants Integration into the Labour Market and Ecological Transition) and can be found below. MILMET Project tools for language learning: https://www.milmet-project.eu/project/greek/

Workshop 2: ProfilPASS in Simple Language

Organization	**DAFNI KEK**

Methodology
Life stories, autobiographical narration (journey of self-discovery, active autobiographical method)

Type of activity		**Modality**	
Exercise		**In presence**	**x**
Activity		**Remote Activity**	
Workshop	**x**	**Blended learning**	

Title	ProfilPASS in Simple Language
SUMMARY	A methodology and a set of workshops that enables participants to participate in a journey of self-discovery using an active autobiographical method and a set of participatory activities in order to discover their competencies and individual qualities and become acquainted with social and professional interactions.
THEME	A set of activities that can assess and document participants' competencies and self-qualities with the aim of developing a competence profile and thus support further personal and vocational development, (re-) orientation and the planning of further learning steps, with some activities focusing on real-life situations. The ProfilPASS is a tool for identifying skills individuals have gained at some point in their lives regardless of time and context. While people gain many of their competencies in informal settings, such as family and voluntary work, they are often unaware of these competencies. The ProfilPASS process makes an important contribution to recognising and appreciating competencies that have been gained informally.
PARTICIPANTS	The methodology addresses people in transitional phases who are in need of orientation and counselling. The simple language in all the activities facilitates the work with new immigrants as it has been particularly adapted to their situation and needs - both regarding language, content and layout.

	More specifically, working with ProfilPASS in Simple Language requires at least basic language skills. The activities of the ProfilPASS in Simple Language can be used with adult individuals of all ages and backgrounds.
OBJECTIVE	The participants are expected to be able to: assess their competencies, abilities and skills, especially those acquired in informal environments; talk about themselves and reflect on their past experiences and their life stories; evaluate their competencies (level A: I can do it if someone helps me, Level B: I can do it alone in a certain situation, and Level C: I can do it alone, in different situations) develop a CV; strengthen their relationships with their own history, culture, and significant people and places.
MATERIALS	The materials needed are a laptop, a projector or a projecting screen, the ProfilPASS in Simple Language for every participant, pen or pencil and erasers, and/or a notebook for every participant.
PREPARATION	All facilitators should be aware of the methodology and the different activities to be used for the workshop. Also, the classroom should be prepared beforehand, and all the necessary materials should be gathered and made available to the participants by the facilitator, such as pencils, pens, worksheets, presentations, etc.
STEP BY STEP INSTRUCTIONS	The ProfilPASS in Simple Language is structured alongside the central theme of a 'Journey of Self Discovery', thus relating the journey of discovering one's competencies through the work with the ProfilPASS to the physical experiences of migration. The theme serves as an orientation mark within the ProfilPASS in Simple Language and motivates the participants to step by step work through the chapters, namely the stations of their journey. **1st Chapter "You Can Do More Than You Think"** The chapter guides through the initial phase of the counseling process by providing material to sort out the participant's interests and aims for the counselling process. It also gives a brief introduction on how to work with the ProfilPASS in Simple Language. For a smooth opening of the work with the ProfilPASS and an initial stimulation of the process of self-reflection, the participants also get the opportunity to introduce themselves in a brief and low-threshold manner. **2nd Chapter "My Life – An Overview"** It serves as an initial structuring of the skills and experiences of the participant by going through the different experience stations of their lives. It further introduces the users to the 4-step scheme according to which their experience stations and the competencies are analyzed in more depth, e.g. Identify important stages, events, and activities in their lives and also look at the reasons why they did what they did; Describe the activities in more detail; Extract the skills and knowledge; Evaluate the identified skills through a rating system and assess their value.

3rd Chapter "My Experience Stations"

In this chapter, the competencies of the participants are discussed and assessed in more detail. The chapter covers different experience fields and thus reveals both formally, non-formally and informally acquired competencies. The experience fields included are the following: Interests, Fun and Free Time,
Home, Neighbors and Family,
School, Professional Education and Studies,
Work, Job and Further Education,
My Life In A New Country and
Good Times, Hard Times.

4th Chapter "Now I Know What I Can Do"

It supports an interim review in the counselling process. This section will help the users find out about what they like doing best, what they do well and where there might still be room for improvement. Thus, a competence profile and particular strengths will be identified. Also, each participant classifies their extracted competencies- levels A, B, C.

5th Chapter "My Goals"

In this chapter, the participants are encouraged to systematically relate their interests to their competencies and accordingly formulate goals. On this basis, the participant works out a plan on how to achieve these goals together with the counsellor.

6th Chapter "How I Can Show What I Can Do"

The last chapter provides support on how to integrate the competencies identified in a job application. It also gives information on the general outline of a letter of application and of a CV.

EVALUATION

The evaluation phase of the ProfilPASS in Simple Language methodology serves as a critical component in determining the effectiveness and impact of the approach. This phase ensures that both the participants and the facilitators gain valuable insights into the journey undertaken and the outcomes achieved. The evaluation is conducted through a variety of methods to capture a comprehensive understanding of the participants' experiences and progress.

First of all, participants are invited to share their feedback on the workshop through structured discussions. These sessions aim to gather insights on their experiences, the relevance of the material, the clarity of instructions, and the overall structure of the workshop. Questions may include: "How did you find the structure and content of each chapter?", "Were the instructions clear and easy to follow?", "How relevant and useful were the exercises in helping you identify your competencies?", "What aspects of the workshop did you find most beneficial?", "Are there any areas you feel could be improved?"

Secondly, participants' ability to integrate their competencies into job applications, as discussed in Chapter 6, is evaluated. This includes reviewing sample letters of application and CVs created during the workshop to ensure that participants can effectively showcase their skills and experiences to potential employers.

Finally, participants are encouraged to reflect on their individual experiences throughout the workshop. This involves thinking about their initial expectations, the insights gained, and the overall impact on their self-awareness and confidence. The questions for self-reflection may

	include: “How has your understanding of your own competencies evolved?”, “What was the most surprising discovery about your skills and experiences?”, “How do you feel about your ability to set and achieve your goals now compared to before the workshop?”, “What are your next steps in applying what you have learned?”.
TIPS - SAFETY	There are a number of issues to be taken into account when developing and implementing a workshop and educational activities for people with a migration background. More specifically, a significant obstacle to effective learning for refugees and migrants is the language barrier. Facilitators should use clear, simple language, provide visual aids and use translation or interpretation services. Cultural differences can affect learning styles, preferences and attitudes towards education. Educators should try to use materials and examples that reflect educators' cultural backgrounds, as well as incorporate cultural activities into the curriculum to make the learning experience more relevant and engaging for their learners. Moreover, different socioeconomic factors, such as poverty and housing insecurity can affect migrants' ability to access education and participate in learning activities. The provision of access to affordable, stable housing, financial assistance and other forms of support could be crucial. Individuals with a migration profile are possible to have experienced trauma and stress related to their migration experiences, which can affect their ability to learn. That is why the creation of a safe and supportive learning environment and the provision of access to counselling and mental health services are considered important. Also, the focus on a more communicative and interactive approach can help to build confidence and motivation and provide opportunities for migrants to practice their various skills in real-life contexts. Lastly, educators should try to focus on tailoring the instruction to their group of learners’ needs, as migrants may have different levels of language proficiency, education and literacy skills. The need to assess learners' needs and abilities and tailor instruction to their individual learning styles and preferences is crucial.
GROUP SIZE	The size of the group depends on the available time for the workshop. For the specific workshop, the allocated time is approximately 2 hours thus the group of participants consists of around 8 individuals.
COMPLEXITY	The complexity of the proposed set of activities is considered high (level 3). Depending on the learning group’s size, multiple facilitators may be needed (for a group of 8 individuals, at least 2 facilitators are needed). Also, the facilitators should be aware of the methodology and be prepared for the different phases of the workshops.
TIME	The time needed to complete the ProfilPASS in Simple Language approach and set of activities depends on the trainer and the scheduling of the training sessions. More specifically, the ProfilPASS in Simple Language consists of six chapters, with each chapter containing examples, visuals, and activities. The trainee should be able to follow the process at their own pace with the trainees. The sessions build upon each other, so preferably there should be intervals between the meetings. The intervals are dependent on the time that the trainee can spend per week and the learning capacity of each trainee. We suggest 2 to 3 hours to be

	allocated for each chapter/session. In total, 12 to 18 hours are needed for the implementation of the whole approach.
AUTHOR(S) SOURCES	The resources used for the described workshop and various activities can be found below: Methods for Working with ProfilPASS, http://scout.profilpass-international.eu/files/en-pp-methodcards.pdf ProfilPASS in Simple Language: http://scout.profilpass-international.eu/files/profilpass_in_simple_language_desktop_version.pdf EU Skills Profile Tool for Third Country Nationals, https://ec.europa.eu/migrantskills/#/ Europass, https://europa.eu/europass/en

Workshop 3: Self-introduction through Life Stories, Values and Purpose: Writing a Motivation Letter

Organization	**DAFNI KEK**

Methodology
Autobiographical story-telling

Type of activity		**Modality**	
Exercise		**In presence**	**X**
Activity	**X**	**Remote Activity**	
Workshop	**X**	**Blended learning**	

Title	Self-introduction through Life Stories, Values and Purpose: Writing a Motivation Letter
SUMMARY	The "Self-introduction through life stories, values and purpose: Writing a motivation letter" is an autobiographical story-telling workshop designed to help participants master the art of self-introduction, storytelling, and expressing their personal values and purpose. Through a series of engaging activities, participants will develop the skills necessary to articulate their life experiences, aspirations, and motivations in a memorable and impactful way.
THEME	The "Self-introduction through life stories, values and purpose: Writing a motivation letter is a workshop designed to support migrant women in their journey towards self-awareness and empowerment through a blend of educational activities based on art-therapy and storytelling techniques. By integrating autobiographical storytelling the workshop aims to foster social inclusion and personal growth. Participants will engage in activities that help them reflect on their life experiences, express their emotions, and articulate their aspirations.
PARTICIPANTS	The workshop was initially developed for Ukrainian female refugees living in Athens. Still, it is suitable for diverse groups of learners and age groups.

OBJECTIVE	The objectives of the workshop are for the participants: to enhance their ability to introduce themselves in a memorable and impactful way, drawing on techniques from Zach Mercurio's article; to develop confidence in articulating personal stories and experiences; to use storytelling techniques to develop compelling personal narratives; to help them understand and transfer the significance of their life experiences and aspirations; to encourage them to express their emotions and motivations clearly and powerfully, using emotionally charged expressions; to assist them in identifying and articulating their personal values and sense of purpose, and to enable them to articulate their personal mission and the problems they aim to solve through their dream jobs.
MATERIALS	The materials needed for this workshop are a pencil or pen and erasers, a piece of paper or notebooks and writing pads available for all the participants. Also, a Whiteboard and markers or a flip chart and markers for the facilitator to take notes and highlight important tips and to explain the steps of the activity. In addition, a printed or digital copy of Zach Mercurio's article, "How to Powerfully Introduce Yourself So People Remember You" for reference and a projector or screen (if available) for displaying key points from the article.
PREPARATION	The facilitator should select a location for the workshop that is a space considered safe by all participants. A place that provides a physically and emotionally safe environment for all participants, especially a place where people can freely express themselves without fear of prejudice or any negative judgment. The process of sharing personal information may be stressful for some of the participants, so the facilitator should be alert to understand any inconvenience, take the lead and handle the situation. In addition, the facilitator should have a familiarity with using autobiographical storytelling techniques in order to be able to explain the necessary steps, the techniques and the creative process. Also, the facilitator should be familiar with Zach Mercurio's article about introducing oneself through storytelling.
STEP BY STEP INSTRUCTIONS	1. Participants start with a fun and interactive icebreaker activity to foster a relaxed and open environment. The icebreaker activity is "2 Truths and 1 Lie". 2. Participants write down their childhood dream jobs on a piece of paper, preparing the conditions for introspection and reflection on their aspirations. 3. The facilitator makes a short introduction based on Zach Mercurio's article, "How to Powerfully Introduce Yourself So People Remember You," providing practical tips and strategies for making a lasting impression. 4. Participants write motivational letters for the dream jobs they envisioned as children, answering key questions about their journey, motivations, beliefs, and problem-solving approaches, such as: "What has brought me here?", "How did you start doing what you are doing?", "Why is it important to you?", "What do you believe?", "What is the problem you want to solve?" and "How would you solve it?". 5. Participants share their letters with the group and the facilitator leads a discussion based on the shared letters, encouraging participants to reflect on their experiences and the writing

	process. The discussion can include questions such as: “What was the most challenging part of writing your letter?”, Did you discover any new insights about yourself while writing?”, “How did reflecting on your childhood dream job influence your current aspirations?” and “Which parts of your letter are you most proud of?”.
EVALUATION	The last step of the workshop includes the reflection and evaluation process. Participants share their motivational letters with the group. This sharing can be voluntary to ensure a comfortable environment. Each participant reads their letter aloud, focusing on key aspects such as their journey, motivations, beliefs, and problem-solving approaches. After each participant shares their letter, the facilitator leads a discussion to encourage reflection and deeper understanding. The discussion includes the following questions: “What was the most challenging part of writing your letter?”: This question helps participants identify and articulate any difficulties they faced, fostering a deeper understanding of their personal and emotional barriers. “Did you discover any new insights about yourself while writing?”: This question encourages participants to reflect on any new realizations or self-awareness that emerged during the writing process. “How did reflecting on your childhood dream job influence your current aspirations?”: This question connects past aspirations with present goals, helping participants understand the evolution of their dreams and how they can integrate these insights into their current lives. “Which parts of your letter are you most proud of?”: Prompts participants to acknowledge and celebrate their strengths and achievements, boosting self-esteem and confidence.
TIPS - SAFETY	The workshop can be adapted to suit coherent and diverse groups of learners. Participants may share personal information and this process may be stressful for some of them, so the facilitator should be alert to understand any inconvenience, take the lead and handle the situation.
GROUP SIZE	The group size for this workshop does not matter, but it is more challenging to manage the workshop with the participation of many individuals. Working with a big group of people makes it harder to make people feel safe to share about themselves. 8 to 10 participants would be the ideal group size.
COMPLEXITY	The complexity of the workshop can be rated at 2. The facilitator needs to take some time to prepare the different phases of the workshop, review the methodology and prepare the workshop's reflection phase.
TIME	1 hour and 30 minutes to 2 hours would be ideal for the “Self-introduction through life stories, values and purpose: Writing a motivation letter” workshop.

AUTHOR(S) SOURCES	The author of the workshop is Nataliya Dovhopol, a Ukrainian writer, adult educator and youth worker in the context of ArtEMi Project. Mercurio, Z. (2018, March 6). How to powerfully introduce yourself with purpose. Zach Mercurio. https://www.zachmercurio.com/2018/03/how-to-powerfully-introduce-yourself-so-people-remember-you/

Workshop 4: Journey of Self-discovery

Organization	**DAFNI KEK**

Methodology
Life stories, autobiographical narration (journey of self-discovery, active autobiographical method)

Type of activity		**Modality**	
Exercise		**In presence**	**x**
Activity		**Remote Activity**	
Workshop	**x**	**Blended learning**	

Title	Journey of Self-discovery
SUMMARY	A workshop that enables participants to participate in a journey of self-discovery using an active autobiographical method and a set of participatory activities and art therapy techniques in order to discover their competencies and individual qualities and become acquainted with social and professional interactions.
THEME	A set of activities, according to the methodology of ProfilPASS in Simple Language, that can assess and document participants' competencies and self-qualities with the aim of developing a competence profile and thus support further personal and vocational development, (re-) orientation and the planning of further learning steps, with some activities focusing on real-life situations.
PARTICIPANTS	The workshop addresses people in transitional phases who are in need of orientation and counselling. The simple language in all the activities facilitates the work with new immigrants as it has been particularly adapted to their situation and needs - both regarding language, content and layout. More specifically, working with ProfilPASS in Simple Language requires at least basic language skills, whereas the MILMET project's role-playing tool requires a more integrated use of the language, but it can be adapted to participants' language level. The activities of the ProfilPASS

	in Simple Language and MILMET project's tools can be used with adult individuals of all ages and backgrounds.
OBJECTIVE	The participants are expected to be able to: ● assess their competencies, abilities and skills, especially those acquired in informal environments; ● talk about themselves and reflect on their past experiences and their life stories; ● evaluate their competencies (level A: I can do it if someone helps me, Level B: I can do it alone in a certain situation, and Level C: I can do it alone, in different situations) ● develop a CV; ● strengthen their relationships with their own history, culture, and significant people and places; ● meditate and use drawing as a relaxing and therapeutic activity.
MATERIALS	The materials needed are a laptop, a projector or a projecting screen, flipcharts (one for every participant), coloured sticky papers, colouring pens (brown, green, red, orange, yellow and grey), the ProfilPASS in Simple Language for every participant, MILMET project's role-playing tool, pen or pencil, and/or a notebook for every participant.
PREPARATION	The facilitator should be aware of the methodology and the different activities to be used for the workshop, ProfilPASS in Simple Language. Also, the classroom should be prepared beforehand, and all the necessary materials should be gathered and made available to the participants by the facilitator, such as coloured pens, worksheets, presentations, etc.
STEP BY STEP INSTRUCTIONS	STEP 1 "Tree of life": each participant draws their tree of life, filling it with key moments of their life. STEP 2 "Counseling sessions": role-playing activity, teams of 2 participants discuss their trees and extract their competencies according to the following categories- 1) home, neighbours and family, 2) work, job and further education, 3) interests, pleasure and free time. STEP 3 "Now I know what I can do": each participant classifies their extracted competencies- level A, B, C. STEP 4 "How I can show what I can do": participants are introduced to the idea of CV, Europass and proving their competencies. STEP 5 "Handprints": the participants evaluate the workshop, using their handprints.
EVALUATION	The evaluation of the workshop will happen through an activity. The activity is called "Handprint". The participants will be asked to draw their handprints on a piece of paper. Each finger will represent a different statement, starting from the index finger and the more positive one and finishing with the little finger and the least positive statement. They'll have to match every part of the workshop with each finger and statement. They can also make comments if they would like to contribute more. Asking the participants to write down a short statement will help prevent any heated final discussions as each participant will get a final say and can also be presented with a photograph of their final statement.

TIPS - SAFETY	There are a number of issues to be taken into account when developing and implementing a workshop and educational activities for people with a migration background. More specifically, a significant obstacle to effective learning for refugees and migrants is the language barrier. Facilitators should use clear, simple language, provide visual aids and use translation or interpretation services. Cultural differences can affect learning styles, preferences and attitudes towards education. Educators should try to use materials and examples that reflect educators' cultural backgrounds, as well as incorporate cultural activities into the curriculum to make the learning experience more relevant and engaging for their learners. Moreover, different socioeconomic factors, such as poverty and housing insecurity can affect migrants' ability to access education and participate in learning activities. The provision of access to affordable, stable housing, financial assistance and other forms of support could be crucial. Individuals with a migration profile are possible to have experienced trauma and stress related to their migration experiences, which can affect their ability to learn. That is why the creation of a safe and supportive learning environment and the provision of access to counselling and mental health services are considered important. Also, the focus on a more communicative and interactive approach can help to build confidence and motivation and provide opportunities for migrants to practice their various skills in real-life contexts. Lastly, educators should try to focus on tailoring the instruction to their group of learners' needs, as migrants may have different levels of language proficiency, education and literacy skills. The need to assess learners' needs and abilities and tailor instruction to their individual learning styles and preferences is crucial.
GROUP SIZE	The size of the group depends on the available time for the workshop. For the specific workshop, the allocated time is approximately 2 hours thus the group of participants consists of around 8 individuals.
COMPLEXITY	The complexity of the proposed set of activities is considered high (level 3). Depending on the learning group's size, multiple facilitators may be needed (for a group of 8 individuals, at least 2 facilitators are needed). In addition, the facilitator(s) should be familiar with the ProfilPASS in Simple Language methodology.
TIME	The suggested timeframe for the described activities is 90 minutes with two 10-minute breaks in between, e.g. 15 minutes allocated to the introduction of the methodology and relevant resources, 5 minutes Q & A, 20 minutes allocated to the activity "Tree of life", 15 minutes break, 20 minutes role-playing "counselling sessions", 5 minutes break, 20 minutes "Now I know what I can do", 5 minutes break, 10 minutes "How can I show what I can do" and 5 minutes assessment.
AUTHOR(S) SOURCES	The resources used for the described workshop and various activities can be found below: Methods for Working with ProfilPASS, http://scout.profilpass-international.eu/files/en-pp-methodcards.pdf ProfilPASS in Simple Language: http://scout.profilpass-international.eu/files/profilpass_in_simple_language_desktop_version.pdf

MILMET Project tools for language learning: https://www.milmet-project.eu/project/greek/
EU Skills Profile Tool for Third Country Nationals, https://ec.europa.eu/migrantskills/#/
Europass, https://europa.eu/europass/en

Workshop 5: Profession Perspectives: Breaking Stereotypes, Building Social Understanding

Organization	**DAFNI KEK**

Methodology
Role-playing, theatre-inspired practices

Type of activity		**Modality**	
Exercise		**In presence**	**X**
Activity	**X**	**Remote Activity**	
Workshop		**Blended learning**	

Title	Profession Perspectives: Breaking Stereotypes, Building Social Understanding
SUMMARY	The activity deals with guidance on employment orientation and social inclusion with an emphasis on the social hierarchy of professions and gender-related distinctions. The activity uses the role-playing methodology to facilitate discussion on employment issues related to social status and gendered segregation of professions around personal experiences and stories.
THEME	The activity is orientated to the connection between social and professional life. The main purpose is to highlight the socialising aspect of working by presenting the workplace as the core of adult socialising. Furthermore, during the activity is expected to be highlighted that professions are not subject to hierarchy within the social structure and secondly, that professions are not complying with gendered segregation and characterisations referring to male or female. On the contrary, what really matters is the personal will and satisfaction rather than the public opinion. The combination of theatre-inspired practices motivates participants, aids self-expression, encourages engagement and facilitates effective communication in the activity, making it a useful and helpful experience.

PARTICIPANTS	Girls and Women with migrant background Ages 16+
OBJECTIVE	1. Understanding the Social Aspect of Work 2. Challenging Hierarchical Perceptions of Professions 3. Breaking Gender Stereotypes in Professions 4. Encouraging Self-Expression and Personal Fulfillment 5. Promoting Effective Communication and Engagement
MATERIALS	The activity can be implemented in both indoor and outdoor space, with a preference in the indoor space. As for the equipment, the coordinator needs a list of professions written in small pieces of paper for the "tank" (first major part of the activity) and a list of professions written in larger pieces of paper to be pinned on the back of the participants (second major part of the activity).
PREPARATION	The whole activity starts with the participants and the youth worker meeting each other and building a safe environment of expression. To achieve this interaction, it is required to focus on building a trusting relationship among the participants, and between the participants and the youth worker. With the use of relaxing games, minor trust activities and team-building activities, such as forming a circle and exchanging experiences and emotions, the group will be ready for the main part of the activity.
STEP BY STEP INSTRUCTIONS	The activity consists of two major parts: 1. The first part includes a role-playing session upon several different professions. The participants are invited to pick from a "tank" a piece of paper with a profession written on it. Subsequently, they must use their bodies and expressions to successfully reenact the chosen profession without using. The other participants must guess the profession being reenacted. If participants guess too quickly the profession, the youth worker can give a signal, only after which the participants can begin to loudly guess the profession. People tend to draw conclusions and base their views on professions on their external - often stereotypical - characteristics. Upon this assumption, the activity is intended to provide the possibility of reflection on the portrayal of the professions and on their social definition through their relation to social roles and norms. 2. The second part is mostly oriented to the social characteristics of occupation. Each participant will be assigned with a certain profession without knowing what it is. All the professions are written in pieces of paper and are pinned in the back of the participants. The group begins to walk around in space and interact with each other based on the stereotypical social status associated with each profession. The group needs to feel free to walk around the chosen space for implementation. Simply give them a short and simple instruction: "Walk around the room and greet each other according to the status and importance

of the profession that everyone is assigned with". After the interaction, the facilitator is recommended to ask the group the following questions:

- How did you feel when you greeted someone or been greeted?
- Did you understand the social status of your assigned profession based on the way you've been greeted throughout this stage of the activity?

After the short discussion above, the participants are invited to form a human scale/hierarchy of the assigned professions, according to the previous social experience and interaction. The scale needs to be from the least to the most important profession: participants who felt important during the previous interaction go to the beginning of the scale, while those who felt not important go at the end of the scale). Afterwards, the youth worker asks the group to form a circle (a position in which the starting point and the end aren't clear), highlighting again the most and the least important profession. In this case it isn't possible to form a social hierarchy, and each one of the participants finds a unique and necessary position within the social structure.

It's recommended to consider and include the cultural aspect that accompanies the employment choice and orientation. In that way the activity becomes more inclusive towards youth that face social exclusion due to their migrant background.

EVALUATION

Each part of the activity ends with an evaluation/reflection session with the participants discussing their experience, the perceptions created and the possible change of attitudes on the issues dealt with in the activity.

<u>First part:</u>

During and after the reenactment of the professions certain questions will give the context of discussion:

- Do you think that we tend to rely on stereotypical representations of professions?
- Do these characteristics affect our perception of the significance of professions?
- How do you feel about this categorization?
- How did the activity challenge or agree with what you've heard about those jobs?
- How do people's ideas about jobs affect how they see you (women from different countries) doing those jobs? How does this affect your (women's) chances and experiences at work?
- How can we work together to change ideas about jobs and show that women from different countries can do any kind of work they want to do?
- Can you think of a time when you felt pressure to fit into a certain idea because of the kind of work you do? How did it make you feel?
- Have you ever seen or felt treated unfairly because of ideas about certain jobs? How did it make you feel?
- How can we make sure that everyone has a fair chance to choose the kind of work they want to do, no matter where they come from?

<u>Second part:</u>

The activity concludes with a discussion of the importance of career choices and their significance. The chosen profession is a part of a socialisation process that eventually leads to social inclusion. The facilitator is recommended to keep in mind the following points:

- How did you feel when you greeted someone or were greeted based on the profession assigned to you? Did it affect how you perceived yourself or others?
- Reflecting on the greetings you received, did you gain a better understanding of the social status associated with your assigned profession? How did this compare to your own perceptions or experiences?
- Were there any surprises or insights that emerged during the interaction based on the stereotypes associated with different professions? How did these stereotypes affect the dynamics of the activity?
- After the interaction, you were asked to form a hierarchy of the assigned professions based on your social experience. How did you decide where to place yourself and others on the hierarchy? Did your own background or cultural perspective influence your decisions?
- When forming the human scale/hierarchy, did you notice any patterns or trends among the participants? How did these patterns reflect broader societal attitudes or stereotypes?
- In the final part of the activity, when asked to form a circle, how did it feel to have no clear hierarchy based on profession? How did this challenge or reinforce your understanding of social structures?
- How do you think cultural factors influence the perception of professions and social status? In what ways do cultural backgrounds shape our understanding of work and social roles?
- Considering the cultural aspect of employment choices, how can we create more inclusive environments for immigrant women who may face social exclusion due to their migrant background?
- What changes would you suggest to make the activity more inclusive and sensitive to the experiences of immigrant women? How can we ensure that all participants feel valued and respected throughout the activity?
- Reflecting on the overall experience, what insights or learnings will you take away from this activity? How can we apply these insights to promote diversity, inclusion, and empowerment in our communities and workplaces?

TIPS - SAFETY

Tips and considerations for facilitators is the box where you find ideas that might apply to some of you or are important for further exercise development. The process of developing an exercise in a heterogeneous group offers a rich and diverse amount of questions and suggestions to implement the activity. Some safety instructions will also be given here.

GROUP SIZE

This activity can be implemented with a group of 15-24 persons.

COMPLEXITY	The complexity can be rated at 2. You need more time and material to prepare the activity and you also need more experience in delivering it.
TIME	The activity is estimated to last 2 hours, but it can last longer according to the group dynamics.
AUTHOR(S) SOURCES	CYCLISIS (The activity was documented during the ReCAP Project (Recovering inclusion through Creativity After Pandemic) - 2021-2-FR02-KA220-YOU-000049250

Workshop 6: Letter to Myself

Organization	**Mobilizing Expertise**

Methodology
Autobiographical method, self-reflection

Type of activity		**Modality**	
Exercise		**In presence**	**X**
Activity		**Remote Activity**	
Workshop	**X**	**Blended learning**	

Title	Letter to MySelf
SUMMARY	The "letter to myself" activity involves writing a letter from your current self to your future self, reflecting on personal growth, goals, and aspirations.
THEME	The theme of the "letter to myself" activity is thinking about your own growth and future goals by writing a letter to your future self.
PARTICIPANTS	Participants for the "letter to myself" activity can be anyone interested in self-reflection and personal growth. The age range can vary widely, typically from adolescents to adults.
OBJECTIVES	Expected learning outcomes include improved self-awareness, clearer goal-setting skills, and a deeper understanding of personal values and ambitions. Participants may also gain insights into their strengths and areas for growth, fostering a proactive mindset towards achieving their aspirations. 1. **Encourage Self-Reflection:** Participants reflect on their personal journey, experiences, and achievements.

2. **Set Goals:** Participants envision their future aspirations and articulate concrete goals.
3. **Facilitate Personal Growth:** Through writing, participants explore areas for improvement and development. Facilitating personal growth involves encouraging participants to reflect deeply on their educational and professional aspirations. Participants are prompted to think about their educational objectives, such as completing specific courses, obtaining certifications, or advancing their knowledge in key areas. They are also encouraged to identify training objectives, focusing on skills they wish to develop through workshops, seminars, or online learning opportunities. Additionally, the activity offers participants to recognize their existing skills and achievements, fostering a sense of accomplishment and self-awareness. By implementing this activity, participants can then formulate clear professional goals, aligning their aspirations with concrete actions and timelines. This structured approach not only enhances personal growth but also empowers individuals to take proactive steps towards their career ambitions. Thus, the "Letter to Myself" activity serves as a catalyst for self-reflection, goal-setting, and continuous professional development.

MATERIALS

Writing Materials:

- Paper or notebooks
- Pens, pencils, markers, or any preferred writing utensils

Optional Materials (depending on facilitation style):

- Envelopes (if participants want to seal their letters)
- Stamps (if participants will mail their letters to themselves)
- Art supplies (for those who want to illustrate their letters)
- Timer or clock (to time the writing session if desired)

Facilitation Materials:

- Instructions or prompts for writing the letter
- Examples or templates (optional, to guide participants)
- Discussion points or questions for group sharing afterward (if done in a group setting)
- Evaluation forms or reflection sheets (to capture feedback post-activity)

PREPARATION

1. **Prepare Writing Materials:**
   - Ensure an ample supply of paper or notebooks and writing utensils for all participants.
   - Have additional materials like envelopes, stamps, or art supplies ready if participants choose to use them.
2. **Create Instructions or Prompts:**

- Develop clear instructions or prompts that guide participants in writing their letters. These should encourage reflection on personal growth, goals, and aspirations.

3. **Set Up the Environment:**
   - Arrange the space to be conducive to reflective writing. Ensure comfortable seating and a quiet atmosphere if possible.
   - Display any optional materials or examples that participants might find helpful.
4. **Plan Timing:**
   - Decide on the duration of the writing session. Typically, allow enough time for participants to write thoughtfully but also consider any time constraints.
5. **Prepare for Follow-Up or Sharing (if applicable):**
   - If participants will share their letters or discuss them afterward, plan how this will be facilitated. Prepare discussion prompts or questions to guide the sharing session.
6. **Anticipate Emotional Responses:**
   - Recognize that this activity may evoke strong emotions in some participants. Be prepared to support and encourage participants as needed.

By preparing these elements in advance, we can ensure a smooth and meaningful experience for participants during the "letter to myself" activity.

STEP BY STEP INSTRUCTIONS

1. Introduction and Explanation

- Gather participants and briefly explain the purpose of the activity: to write a letter from their current self to their future self.
- Emphasize that the letter should reflect on personal growth, goals, and aspirations.

2. Provide Writing Materials

- Distribute paper or notebooks and writing utensils to all participants.
- Optionally, provide envelopes, stamps, or art supplies for those who wish to use them.

3. Set Clear Instructions

- Explain the structure of the letter: participants should address themselves in the future and reflect on where they are now, what they hope to achieve, and any advice or encouragement they want to give themselves.
- Offer prompts or questions to guide their writing, such as:
  - "What are your proudest achievements so far?"
  - "What goals do you want to accomplish in the future?"
  - "What challenges do you anticipate, and how will you overcome them?"
  - "How have your educational experiences shaped your personal growth?"

- "What skills or knowledge have you gained through your education that you value the most?"
- "What specific educational goals do you aim to accomplish in the near future?"
- "What challenges do you foresee in achieving your educational goals?"

4. Allocate Time

- Set a specific time limit for writing the letters (e.g., 20-30 minutes).
- Encourage participants to write continuously during this period.

5. Writing Session

- Allow participants to write in a quiet and comfortable environment.
- Circulate among participants to provide assistance or answer questions if needed.

6. Reflection (Optional)

- After writing, invite participants to reflect briefly on their experience:
  - "How did it feel to write to your future self?"
  - "Did anything surprise you during the activity?"
  - "What insights did you gain about your goals and aspirations?"

7. Sharing (Optional)

- If appropriate for the group setting, invite participants to share excerpts from their letters or discuss their reflections with others.
- Facilitate a supportive and respectful environment for sharing.

8. Closure

- Conclude the activity by thanking participants for their participation and reflections.
- Encourage participants to keep their letters in a safe place and consider revisiting them in the future.

9. Follow-Up (Optional)

- Optionally, offer participants the opportunity to seal their letters in envelopes, address them to their future selves, and provide stamps if they wish to mail them later.

EVALUATION

10. Debrief and Feedback

- Gather feedback from participants about their experience with the activity.
- Ask about any insights gained or suggestions for improvement.

TIPS - SAFETY	**1.Create a Safe and Supportive Environment:** ● Emphasize confidentiality and respect among participants. Encourage them to write openly and honestly without fear of judgment. **2.Encourage Reflective Writing:** ● Remind participants to reflect deeply on their personal growth, goals, and aspirations. Encourage them to write from the heart and express their genuine thoughts and feelings. **3.Respect Individual Preferences:** ● Some participants may prefer to write privately, while others may benefit from sharing their thoughts with the group. Respect these preferences and provide options for both individual reflection and group sharing. **5.Support Emotional Responses:** ● Recognize that writing about personal experiences and aspirations can evoke strong emotions. Be prepared to offer support or guidance if participants become emotional during or after the activity.
GROUP SIZE	The ideal group size for the "letter to myself" activity can vary based on the facilitator's goals and the dynamics of the participants.However, note that smaller groups may encourage quieter participants to engage more comfortably.
COMPLEXITY	The complexity level is 2 as you need time and material to prepare the activity and you also need a good level of experience in delivering it
TIME	**Writing Time:** ● Allocate around 20-30 minutes for participants to write their letters. This allows enough time for thoughtful reflection without feeling rushed. **Optional Sharing or Discussion:** ● If you plan to include a sharing or discussion session, consider adding another 20-30 minutes depending on the group size and depth of sharing. **Total Time Estimate:**

- In total, 40-60 minutes for the entire activity, including both writing and optional sharing time.

AUTHOR(S) SOURCES	Vanessa Jolet

Workshop 7: Woman's Hands: over my Life I have learnt...

Organization	**Storie di Mondi Possibili**

Methodology
Philosophical practices - reflexive phenomenology - lecture

Type of activity		**Modality**	
Exercise		**In presence**	**x**
Activity		**Remote Activity**	
Workshop	**X**	**Blended learning**	

Title	Woman's Hands: over my Life I have learnt...
SUMMARY	These workshops aim to provide awareness of one's own resources and skills; in particular, developing the ability to transform life skills into job skills.
THEME	Training activities concerning reflection on one's competences and skills acquired in formal and informal training through philosophical practices of reflexive phenomenology.
PARTICIPANTS	Migrant women or women victims of violence looking for a job or wishing to improve their working status

OBJECTIVE	The objectives to be achieved concern the understanding of the functioning of the labour market in Italy, to know one's own aspirations and personal goals to give them a connotation that is as realistic as possible also on the basis of the knowledge of one's own abilities and skills learnt in formal and informal contexts, of one's own shortcomings to be filled in view of these goals and, above all, through the acquisition of the ability to transform one's own life skills into job skills in order to undertake a better focused and informed job search.
MATERIALS	These workshops require only a minimum of writing materials for each participant, a computer for presenting the summary of covered topics in order to frame the contents emerging from the activities in a theoretical and explanatory overview. As well as enabling the exercises to be carried out, "reflexive phenomenology" in itself constitutes a tool for self-assessment of what one is learning about oneself and how these findings fit into the broader framework of job search.
PREPARATION	Workshop activities require no special preparation
STEP BY STEP INSTRUCTIONS	Each meeting will begin with the presentation of the work theme. It will then continue with the exercises related to the proposed theme: to a question-stimulus, posed by the facilitator, each participant will have to answer in writing or orally and individually; subsequently the texts produced will be read out without comments; a third phase envisages the possibility of interaction involving questioning of each other among participants and also by the facilitator so as to deepen and clarify the raised contents. At the end, through presentation of slides, we will highlight the theoretical aspects relating to the emerging topics and the single meeting's theme. Depending on whether or not it is necessary to provide theoretical elements at the beginning, functional to the exercises, or to place the elements that emerged from more "spontaneous" exercises in a theoretical framework in order to highlight their meaning at a later stage, the theoretical part and the exercises can be reversed. Specifically, this workshop will be divided into four meetings: ● 1st "The labour market in Italy and Europe between need and wish" ● 2nd "The importance of life skills for job skills" ● 3rd "Dialogue skills and active listening ● 4th " CV-writing and teamwork"
EVALUATION	The course includes feedback opportunities on what has been learnt over each session and self-assessment exercises through reflective phenomenology.
TIPS - SAFETY	Eventually, within a multi-cultural workshop, some participants may be required to act as translators or indeed we might use a 'real time' online translator.

GROUP SIZE	This workshop is suitable for a group of at least 6 participants up to a maximum of 15.
COMPLEXITY	Complexity degree is set at 2 since an expert facilitator is required.
TIME	Each meeting lasts three hours with a 10-minute break in between.
AUTHOR(S) SOURCES	Stefania Contesini, Allenare il pensiero pratico, Milano, Mimesis, 2023 Stefania Contesini, La filosofia nelle organizzazioni, Roma, Carocci, 2016

Womans' hands: over my life I have learnt…

Step by step description

1st meeting "The labour market in Italy and Europe between need and wish"

Timing	Exercise / Path	Objectives
3hrs	The meeting will begin with a brief getting to know each other within the group. Then the facilitator will present the workshop course as a whole and the theme planned for the first meeting. This will be followed by exercises. During the first one, the facilitator will ask each participant to write down a list of ten words relevant, from their point of view, to the word "work" and, once written down, they are read out orally and written on a blackboard, highlighting those words which several	Providing information on current labour market dynamics in Italy and Europe, in particular regarding the 'performance society' that leverages on people's 'desire'.

	participants share in common (there are always a few), then, together, they try to group these words according to their intrinsic consistency (e.g.: effort, fatigue, sacrifice in one group, rules, orders, tasks in another, relationships, sociability, etc. in yet another, etc.). This simple exercise has a twofold purpose: on the one hand, it serves to make people understand how even the words in everyday use have such a plurality of meanings that they can create confusion in communication, especially in the presence of participants belonging to different cultures (you think you are talking about the same thing but you actually mean different stuff); on the other hand, the groupings of words taken together will form a ""concept map"" of the significant extent work can take; such a map will provide a shared basis for discussion. For the second exercise, the facilitator invites each participant to narrate without interruption (with some translation for those who are unfamiliar with the language of the host country) their training background and also to describe their expectations with respect to the current training course as well as identifying their training needs. This exercise is used to position oneself in relation to the present and in relation to the group by identifying similarities and differences with regard to institutional training in different countries. For the third exercise, "the job I wish for", the facilitator asks participants to reflect on their own deepest desires, imagining that they can be fulfilled, and to write down individually, even in their first language (to be translated by a participant's or an online translator) the characteristics of the best possible job; Each one will then read, without interruptions, what they have written; when they have all concluded their reading, a group discussion will begin in which each one will identify, also from the others' wishes, what they consider feasible and what they consider unfeasible according to their knowledge of their living and job search context. This exercise is aimed at having as realistic a view of one's expectations as possible, i.e. neither excessively optimistic nor excessively pessimistic. In the last twenty/thirty minutes the facilitator, using slides, will provide a theoretical overview of labour market dynamics in advanced capitalist countries, highlighting the resource/trap role played by individual wishes.	Enabling participants to achieve a vision of their work as realistic as possible, albeit starting from their own aspirations.

Tot. time 3 hrs.+

2nd meeting"The importance of life skills for job skills"

Timing	Exercise / Path	Objectives
3hrs	At the beginning, the facilitator will explain, using slides what soft skills or transversal competences are and their importance, as pointed out by the European Commission, in the current	Explaining what soft skills are and why they are extremely important for

	labour market, and will offer a description of their different categories and characteristics (relational, organisational, reflective, etc.). A first exercise, "the things I know how to do", on "self-efficiency competence" will then follow; the facilitator will ask each participant to write down a list - even in their own first language - of activities, in any field of their life, in which they feel particularly skilled; at the end each participant will read their list to the others without interruption; at the end of the reading there may be a moment of mutual sharing and feedback. Aim of this simple exercise is to help participants become aware of "how many" things they can already do, but also of how many "skills" they apply in order to do them and how these skills are " transferable" to different situations (e.g. being able to cook includes the ability to organise and plan work, being able to iron well includes precision, etc.). Then, the facilitator will ask each participant to choose just one activity from their list and to write down how they learnt to do it; at the end of the writing exercise, each participant will read, without interruption, their recollection. Aim of this second exercise is a biographical recollection of the learning context in order to identify the existing features, the people, the feelings that contributed to the skill's acquisition, which will allow them to become aware of their own learning process and to be able to recognise, and hence to choose, the positive learning settings. We will then move on to the "I can't do ..." exercise, for which the facilitator will ask each participant to identify and orally describe (with the help of translation if necessary) something that they would have liked to do but which they perceive to be beyond their abilities; when each participant has expressed their " incompetence", the round will begin again so that each participant, invited by the facilitator, will orally describe the situation in which the "belief" of their lack of ability arose. In conclusion, the facilitator will highlight the learning context features and how they are linked to a specific negative situation which blocked new learning efforts. Aim of this exercise is to understand how often the ideas we have about what we can or cannot do depend on "beliefs" shaped during childhood and which no longer hold true in adulthood and actually prevent us from taking on what we would like to be able to do.	nowaday's labour market. Developong self-awareness and own's competences self-assessment ability. Being able to transform soft skills into job skills Learning how to perform a "competences assessment" to become part of participants' *lifelong learning* process

Tot. time 3 h.

3rd meeting "Dialogue skills and active listening

Timing	Exercise / Path	Objectives

3hrs	After a short introduction to the meeting -listening/dialogue soft skill- the facilitator asks participants to chose and write down the Italian “most beautiful” and “most ugly” word as well as their own language “most beautiful” and “most ugly” word. Each of them will then read such words aloud, explaining their choice; participants can ask each other questions to better understand such choices. Aim of this exercise -by singling out the “best/worst” aspect of the Italian and own’s culture- is to reflect together on the fact that no culture can be considered completely free from negative sides. Discussing together participants’ choices motivation would also trigger an intercultural dialogue which allow them to appreciate their own culture downsides. The second part of the meeting would be more devoted to theory, as the facilitator will show slides to introduce to language main features, focusing in particular on active listening/dialogue soft skills. She will then submit to participant a listening skills self-assessment grid.	Main objective of this session would be to improve dialogue soft skills, which, being migrant women involved, it would extend to intercultural dialogue. Dialogue competence entails several skills: listening skills, being able to state one's arguments and to convince, empathy, and so on.

Tot. time 3 h.

4th meeting "CV-writing and teamwork"

Timing	Exercise / Path	Objectives
10-11,30	In the first part of this last meeting, the facilitator presents the European CV format and explains how to fill it in. The facilitator, using Wisława Szymborska's poem Writing a CV , will encourage a shared reflection on the autobiographical elements that such an apparently very ‘bureaucratic’ document contains and how to make the most of them. More specifically, we will have a collective discussion on how to turn ‘informal’ competences - learnt in non-formal training contexts and throughout one's life - into valuable competences for developing one's professional profile by presenting the ‘reasoned autobiography’ as a tool for assessing one's own competences.	Learning how to write an effective CV; turning life skills into job skills
11,30-13,30	During the second part of the meeting, the facilitator suggests an exercise on ‘team working’. Using a photo as a cue, the facilitator will first ask each participant to individually write a story inspired by the elements and characters in the photo; once this first phase is over, the facilitator, also considering language mediation options, will form small groups involving an ‘outside observer’ (she will not take part in the story writing, merely observing how participants in the small group work together) and will ask each of the groups to write a ‘group story’ by putting together their individual stories (the observer will note how each participant tells her story, who would lead and how this leadership is acknowledged, the degree of reluctance or willingness to give up parts of one's story, how many	Learning about team working, identifying the key elements of effective cooperation and leadership

	and what questions are asked, etc.). During a final phase, in plenary, the facilitator asks participants to merge all stories drafted by each group into a single common story. In the final step we will evaluate together how much the resulting story has been improved or (more likely) impoverished throughout the process, then observers will step in and report on the dynamics they noted to explain the strength/weakness of the final result. This complex exercise helps to understand how to negotiate in a working group to achieve a shared result; usually, in large groups, the result is poor because of negotiation difficulties, fear of being 'too' assertive in order to avoid conflict. This exercise helps to understand that one can have creative and positive conflicts, to develop positive collaboration.	

Tot. time 3 h.

3.2 Methodologies & Activities for Professional & Hard Skills

Workshop 8: Chocolate Workshop

Organization	**Associação Recreativa Cultural e Social de Silveirinhos**

Methodology
Development of cooking skills for creating your own business.

Type of activity		**Modality**	
Exercise		**In presence**	**x**
Activity		**Remote Activity**	
Workshop	**x**	**Blended learning**	

Title	Chocolate Workshop
SUMMARY	In this workshop, participants develop skills in working with chocolate, with a view to creating their own jobs.
THEME	It is a Training Activity for social inclusion through professional and technical skills that can promote professional inclusion, and empowerment of migrant women.
P TS	Migrant Women

OBJECTIVE	It is intended that at the end of the workshop, participants will have: - Developed skills in working with chocolate, such as: tempering chocolate; confection of chocolates; making fillings for chocolates; - Developed entrepreneurial skills
MATERIALS	stove dough roller spatula pan stainless steel basins kitchen stone or cold surface vegetal paper spoons of various sizes 500g pastry chocolate 250g white sugar 250g unsalted butter 100g cream salt 50g roasted peanuts gloves aprons kitchen caps The material may be different depending on the chocolate candy recipes.
PREPARATION	It is necessary to prepare the material in advance and, if possible, use an equipped kitchen. The facilitator must have training in the pastry industry.
STEP BY STEP INSTRUCTIONS	1. The facilitator and participants must introduce themselves. To do this, group dynamics can be carried out. 2. The facilitator must present the objectives of the session and techniques to be used, in a summarized form. 3. The materials and some hygiene precautions to be taken during training are presented. 4. The facilitator talks about various fillings that chocolate candies can have and gives an example such as salted caramel. 5. Then, we start by melting the chocolate and the facilitator explains and demonstrates the technique for tempering chocolate. 6. With the seasoned chocolate, make bonbons with different fillings and chocolate tiles with salt and roasted peanuts. 7. Talk about the different possibilities of marketing chocolate and personalizing it with different ideas.

EVALUATION	At the end of the training, participants' satisfaction should be assessed through a questionnaire. And carry out a qualitative assessment, with brainstorming ideas on how skills could be used for the social and professional integration of migrant women.
TIPS - SAFETY	Involve, whenever possible, participants in practical training activities.
GROUP SIZE	Between 6 and 10.
COMPLEXITY	2. Use of specific kitchen materials and an equipped kitchen. The facilitator must have training in pastry/cooking.
TIME	2 hours
AUTHOR(S) SOURCES	Author(s) of the practice if present, and any methodological reference. Please include a link to any external resource.

Workshop 9: Handy Crafts

Organization	**Mobilizing Expertise**

Methodology
Hands-on learning, entrepreneurial skill development, embroidery, self-reflection

Type of activity		**Modality**	
Exercise		**In presence**	**X**
Activity		**Remote Activity**	
Workshop	**X**	**Blended learning**	

Title	Handy Crafts
SUMMARY	The "Handy Crafts" activity involves participants learning embroidery while hearing about an entrepreneurship journey. Using eco bags provided, participants embroider lavender designs, taking their personalized creations home to continue practicing their newfound skill.
THEME	The theme of the "Handy Crafts" activity revolves around creativity, skill-building through embroidery, and entrepreneurship. Participants engage in hands-on learning while hearing about entrepreneurial experiences, combining practical crafting with personal and professional inspiration.
PARTICIPANTS	Participants foreseen for the "Handy Crafts" activity range from teenagers to adults with an interest in learning embroidery and entrepreneurship, catering to beginners and those seeking to enhance their crafting skills while exploring entrepreneurial insights.
OBJECTIVE	**Objectives:** 1. **Skill Acquisition:** Participants will learn the basics of embroidery, specifically focusing on lavender embroidery on eco bags.

	2. **Inspiration and Motivation:** Participants will gain insights into entrepreneurship through another person's personal journey, fostering inspiration and motivation. 3. **Hands-On Experience:** Participants will actively engage in the embroidery process, creating their own embroidered eco bag during the event. 4. **Knowledge Sharing:** Participants will have the opportunity to ask questions and learn practical tips about embroidery techniques and entrepreneurial experiences from the facilitator.
MATERIALS	**Eco Bags:** Provide eco-friendly bags made of a suitable material for embroidery, such as cotton or canvas. Ensure they are pre-washed to avoid shrinkage. **Embroidery Hoops:** One hoop per participant to keep the fabric taut while embroidering. **Embroidery Needles:** Sharp needles suitable for embroidery work. **Embroidery Floss:** Various colors of embroidery floss, including shades of lavender or other preferred colors for the design. **Scissors:** Small scissors for cutting embroidery floss. **Pens or Markers:** Water-soluble fabric markers or pens for drawing or tracing the embroidery pattern onto the eco bags. **Design Patterns:** Printed or traced design patterns of lavender or other simple motifs suitable for embroidery. Optionally, provide templates or stencils. **Thread Organizers:** Optional but useful for keeping embroidery floss organized and untangled.
PREPARATION	**1.Prepare Embroidery Kits:** ● Pre-cut embroidery floss into appropriate lengths and organize them by color. ● Assemble embroidery hoops and needles for each participant. ● Prepare eco bags by ensuring they are clean and pre-washed. **2.Create or Prepare Design Patterns:** ● Print or trace design patterns onto paper or transfer them onto the eco bags using fabric markers. ● Ensure patterns are simple and suitable for beginners to embroider within the workshop time frame. **3.Review and Prepare Your Entrepreneurship Story:** ● Outline key points of your entrepreneurship journey that you plan to share with participants. ● Prepare any visual aids or props (such as photos or products) that illustrate your journey. **4.Practice the Embroidery Process:** ● Familiarize yourself with the steps of lavender embroidery on eco bags.

- Test the process to anticipate any challenges participants might face and prepare solutions or tips.

5.Organize Logistics:

- Arrange tables and chairs in a conducive layout for embroidery work.
- Ensure good lighting and ventilation in the workshop area.
- Set up a designated area for your presentation and Q&A session.

6.Prepare Facilitation Materials:

- Print out agendas or schedules for participants.
- Have notebooks, pens, or whiteboard markers ready for Q&A sessions.

STEP BY STEP INSTRUCTIONS

1. Introduction and Welcome

- Welcome participants and introduce yourself.
- Briefly explain the objectives of the workshop: learning embroidery and gaining insights into entrepreneurship through your story.

2. Icebreaker or Introduction Activity

- Conduct a brief icebreaker activity to help participants get to know each other, if applicable.

3. Presentation on Entrepreneurship Journey

- Share your personal entrepreneurship journey, highlighting key milestones, challenges faced, and successes achieved.
- Use visual aids like slides, photos, or props to illustrate your story and engage participants.

4. Overview of Embroidery Process

- Explain the basics of embroidery, focusing on the techniques needed for lavender embroidery on eco bags.
- Show examples or demonstrations of different embroidery stitches that participants will use.

5. Distribute Materials

- Distribute embroidery kits to participants, including eco bags, embroidery hoops, needles, pre-cut embroidery floss, and design patterns.
- Ensure each participant has all necessary materials and tools.

6. Demonstrate and Guide Embroidery

- Step-by-step, demonstrate how to start and execute the lavender embroidery design on the eco bag.
- Provide clear instructions on stitching techniques (e.g., back stitch, satin stitch) and how to follow the design pattern.

7. Hands-On Embroidery Session

- Allow participants time to begin their embroidery work.
- Circulate among participants to provide guidance, answer questions, and offer tips as needed.
- Encourage participants to personalize their designs and express creativity.

8. Facilitate Q&A and Discussion

- After participants have started embroidering, facilitate a Q&A session where participants can ask questions about entrepreneurship or embroidery techniques.
- Share additional tips and insights based on participant questions and interests.

9. Completion and Reflection

- Monitor progress and ensure participants complete their embroidery designs within the allocated time.
- Encourage participants to reflect on their experience and discuss any challenges or successes they encountered.

10. Closing Remarks and Wrap-Up

- Thank participants for their participation and creativity.
- Invite participants to share their embroidered eco bags with the group, if they feel comfortable.
- Provide any final instructions or resources for continuing embroidery at home.

EVALUATION

11. Collect Feedback

- Distribute feedback forms or conduct a brief verbal feedback session to gather input from participants about their experience.
- Use feedback to improve future workshops or activities.

TIPS - SAFETY

Safety and Comfort:

- Ensure participants are comfortable with seating arrangements and workspace lighting.
- Provide ergonomic advice to prevent hand strain during embroidery.

GROUP SIZE	The ideal group size for the "Handy Crafts" embroidery workshop focusing on lavender designs on eco bags is typically 8 to 12 participants, ensuring ample individual attention and effective facilitation of hands-on learning activities.
COMPLEXITY	The complexity level of this activity is 2 because you need a good deal of time and material to prepare the activity as well as significant experience in delivering it
TIME	The amount of time needed for the "Handicrafts" embroidery workshop, focusing on lavender designs on eco bags, typically ranges from 2 to 3 hours, allowing for instruction, hands-on embroidery practice, Q&A, and reflection.
AUTHOR(S) SOURCES	-

Workshop 10: Reflection through Art

Organization	**Mobilizing Expertise**

Methodology
Creative expression, cultural exploration, hands-on approach, crafting

Type of activity		**Modality**	
Exercise		**In presence**	**X**
Activity		**Remote Activity**	
Workshop	**X**	**Blended learning**	

Title	Reflection through Art
SUMMARY	The "Reflections Through Art" activity involves creating personalized Easter gift boxes decorated with handmade lavender symbols using colorful paper, filled with chocolates and little chicks, and then gifting them to loved ones.
THEME	The theme of the "Reflections Through Art" activity centers around creativity, personal expression through art, and the spirit of giving during Easter. It encourages participants to reflect on the symbolism of Easter, such as new beginnings and renewal, while creating meaningful gifts for loved ones.
PARTICIPANTS	Participants for the "Reflections Through Art" activity can include individuals of various ages who are interested in arts and crafts, particularly those who enjoy creating handmade gifts. The age range can be diverse, spanning from children to adults, as the activity can be adapted to different skill levels and interests.
OBJECTIVE	The learning objectives and expected outcomes for participants in the "Reflections Through Art" activity include: **Learning Objectives:**

1. **Creativity and Artistic Expression:** Participants will engage in creative expression through the design and decoration of Easter gift boxes, using various materials and techniques.
2. **Symbolism and Cultural Awareness:** Participants will explore the symbolism of Easter, such as the use of lavender and other traditional elements, fostering cultural understanding and appreciation.
3. **Fine Motor Skills and Craftsmanship:** Participants will develop fine motor skills and craftsmanship by cutting, folding, and assembling materials to create aesthetically pleasing gift boxes.

Expected Learning Outcomes:

1. **Enhanced Creativity:** Participants will demonstrate increased creativity through their unique designs and decorations on the gift boxes.
2. **Cultural Appreciation:** Participants will gain a deeper understanding of Easter symbolism and traditions, particularly through the incorporation of lavender and other Easter symbols.
3. **Improved Fine Motor Skills:** Participants will show improved dexterity and proficiency in using crafting materials to create intricate designs and assemble the gift boxes.

MATERIALS

Crafting Materials:

- Colored and patterned paper or cardstock for making the gift boxes.
- Scissors and/or craft knives for cutting paper.
- Glue sticks, glue dots, or craft glue for adhering paper and decorations.
- Decorative items such as stickers, ribbons, sequins, or beads for embellishing the gift boxes.

Symbolic Items:

- Lavender or other symbolic elements associated with Easter (artificial or dried) to decorate the gift boxes.

Content for Gift Boxes:

- Chocolates, candies, or small Easter-themed toys (such as little chicks) to fill the gift boxes.

Optional Materials (depending on facilitation style):

- Templates or patterns for making the gift boxes, if desired.
- Markers or pens for additional decorating.
- Paints and brushes for those who wish to paint their gift boxes.
- Protective covering for work surfaces, like tablecloths or placemats.

- Aprons or smocks to protect clothing, especially if using messy materials like glue or paint.

Facilitation Materials:

- Instructions or guides for assembling the gift boxes.
- Examples or samples of completed gift boxes for inspiration.
- Additional Easter-themed decorations or visuals to enhance the atmospher.

PREPARATION

Preparing for the "Reflections Through Art" activity involves gathering essential crafting materials such as colored paper, scissors, glue, and decorative items like stickers and ribbons. -Organization individual or group workstations with ample space and protective coverings for tables.
-Preparation templates or patterns for making gift boxes if using them, and creating clear instructions for assembling and decorating.
-Displaying examples of completed gift boxes to inspire participants and set out symbolic elements like lavender for decoration.
-Ensuring facilitation materials are ready, including instructions, examples, and any additional decorations or visuals.
-Planning for safety by providing aprons or smocks for messy materials and having cleaning supplies available for quick cleanup.

By organizing these elements beforehand, facilitators can ensure a smooth and enjoyable experience for all participants in the activity.

STEP BY STEP INSTRUCTIONS

1.Introduction and Purpose:

- Begin by explaining the purpose of the activity: to create personalized Easter gift boxes using artistic expression and symbolic elements like lavender.

2.Materials Distribution:

- Distribute crafting materials to each participant, including colored paper, scissors, glue, decorative items (e.g., stickers, ribbons), symbolic elements (e.g., lavender), and items to fill the gift boxes (e.g., chocolates, small toys).

3.Template or Pattern Use (Optional):

- Provide participants with templates or patterns for making the gift boxes if desired. Explain how to use them or encourage participants to create their own designs.

4.Decorating the Gift Boxes:

- Instruct participants to decorate their gift boxes using the provided materials. Encourage creativity and personalization, considering Easter themes and symbolism.

5.Filling the Gift Boxes:

- Once decorated, guide participants to fill their gift boxes with chocolates, candies, or small Easter-themed toys like little chicks.

6.Final Touches and Assembly:

- Assist participants in adding final touches to their gift boxes, such as tying ribbons or adding labels. Ensure all components are securely attached.

7.Reflection (Optional):

- Optionally, invite participants to reflect on their creative process and the symbolism incorporated into their designs. Discuss the significance of the gifts they've created.

8.Sharing and Gifting:

- Encourage participants to share their completed gift boxes with loved ones as Easter presents, fostering a sense of joy and connection through their handmade creations.

9.Cleanup and Closure:

- Facilitate cleanup by providing bins or designated areas for discarded materials. Thank participants for their participation and creativity, emphasizing the enjoyment of creating and giving.

EVALUATION	If feasible, conduct a brief group discussion to gather verbal feedback. Encourage participants to share their thoughts on what they enjoyed and any suggestions for improvement. Ask the followings; "Did you enjoy creating your Easter gift box? Why or why not?" "What was your favorite part of the activity?" "Did you learn anything new about Easter symbols or traditions?" "How would you rate the clarity of instructions and availability of materials?"
TIPS - SAFETY	**Cultural Sensitivity:** Respect and explain the symbolism of Easter elements such as lavender and chicks, ensuring participants understand their cultural significance. **Safety Precautions:** Ensure safety with craft materials, especially if using scissors or glue. Provide aprons or smocks to protect clothing from spills or stains. **Encourage Creativity:** Emphasize that there are no right or wrong ways to decorate the gift boxes. Encourage participants to express themselves freely through their designs.
GROUP SIZE	• Small groups of 5-10 participants can allow for more personalized attention and interaction. This size is suitable for closer facilitator support and individualized guidance.

COMPLEXITY	The complexity level of this activity is 3 which can be explained as; A lot of preparation and/or material is needed, you need at least two facilitators to deliver it and the complexity of the activity is rather high.
TIME	60-90 minutes
AUTHOR(S) SOURCES	-

3.3 Methodologies & Activities for Entrepreneurial Skills

Workshop 11: 241 Female Entrepreneurship Course

Organization	**DAFNI KEK**

Methodology
Self-reflection activities, case studies, simulations, project-based learning, peer learning

Type of activity		**Modality**	
Exercise		**In presence**	
Activity		**Remote Activity**	
Workshop	x	**Blended learning**	x

Title	241 Female Entrepreneurship Course
SUMMARY	The 241FE course consists of six short modules on the following topics: Critical Thinking, Personal Branding for Empowerment, Creativity, Business and Digitalisation Strategy, Starting a Business, and Legal and Finance. It aims to support migrant women in creating their own businesses and to strengthen their entrepreneurial skills by leveraging creativity, empowerment, and recognition through a plethora of creative and self-reflective activities and project-based learning methodologies.
THEME	The 241 FE course aims to empower migrant women through a blend of self-reflection activities, case studies, simulations, project-based learning, and peer learning techniques. It focuses on developing critical thinking, personal branding, creativity, and business skills.
P TS	The 241FE course is originally designed for migrant or refugee women who wish to build and start their own businesses in the host country, helping them foster cooperation and links with the native country through creativity, empowerment and recognition. However, it can be adapted and used for other disadvantaged groups.

OBJECTIVE	The objectives of the course are presented below according to each module. After the completion of the course the participants will be able: **Module 1 - Critical Thinking (Who am I, Clarity)** To understand the importance of critical thinking in today's information-rich world; To learn the benefits of critical thinking in personal life; To recognize the dangers of a single story and develop media literacy; To utilise media for inquiry and self-expression, creating and expressing one's own voice. **Module 2 - Personal Branding (What do I show, Positioning)** To explore the concept of empowerment and its relation to personal branding; To understand the fundamental importance of building a personal brand; To learn to perform a SWOT analysis and build a unique personal brand. **Module 3 - Creativity (What can I create - Golden Idea)** To discover practical ways to enhance creativity; To differentiate between a fixed and a growth mindset; To learn the golden rules to boost creativity and discipline creative ideas. **Module 4 - Business and Digitization (Capitalize on my talents, Offer)** To learn scalable business strategies, including the Social Business Model Canvas, Lean Startup, and Minimum Viable Product; To understand the benefits of digitising a business; To explore tools and apps to enhance teamwork and support digital transformation. **Module 5 - Start a Business (Step by Step Start Up Plan, Business)** To follow a step-by-step guide to building a business; To clarify and define the Golden Idea; To choose a legal structure and complete necessary registrations; To establish a website, webshop, and financial accounts. **Module 6 - Legal & Finance (Positioning the Business, Market & Cooperation)** To decide on the appropriate business structure, such as a Limited Liability Company or Cooperative; To understand liabilities and personal accountability; To determine investment needs and expected revenues; To learn about financial accountability and management.
MATERIALS	The materials needed for this workshop are a pencil or pen and erasers, a piece of paper or notebooks, writing pads. Also, a whiteboard and markers or a flip chart and markers for the facilitator to take notes and highlight important tips and to explain the steps of the activities. In addition, a computer or laptop with internet access is needed for all the participants attending online and in-person, printed or digital copies of key points for reference and a PC or laptop and a projector or screen (if available) for displaying key points. For some activities the use of a smartphone and/or a webcam for each participant to make videos is needed.

PREPARATION	Any location where a female refugee feels safe and protected is suitable to use as a training location. So, the facilitator/educator/trainer should select a place that provides a physically and emotionally safe environment for all participants, especially a location where people can freely express themselves without fear of prejudice or any negative judgment. The process of sharing personal information may be stressful for some of the participants, so the facilitator should be alert to understand any inconvenience, take the lead and handle the situation. The trainer should organise and attend at least six classes, one for each module and also be prepared to lead the 241 FE workshop. More information regarding the 241 FE course and how to approach it can be found on the "Handbook to the 241 Female Entrepreneurship Course". The Handbook provides instructions for the execution of the 241 Program by the Trainers, other stakeholders, and third parties that are interested. It is designed as a reference book, containing several manuals for specific situations and audiences. In addition, the trainer needs to be able to perform some digital actions like setting up an email account for the trainee, or assisting the trainee herewith, knowing how to enter the course website at www.241fe.eu, installing or accessing the YouTube app on a smartphone or laptop, so that the trainee can watch the course videos, assisting the trainee in making videos with her smartphone or webcam, assisting the trainee in setting up her website in Weebly.com, Wordpress.com or any other website builder, and knowing how to search on the internet for relevant information. A potential 241 FE course trainer can get access to a "Train the Trainer Course for the 241 FE course".
STEP BY STEP INSTRUCTIONS	**Module 1** - Critical Thinking (Who am I, Clarity) In this module, the importance of thinking critically in a world where we are bombarded every second with breaking news and information is discussed. "Why is it important to think critically?", "Why is it helpful in our own lives?", "What is the danger of a single story?". Media Literacy. What does it mean?: Using the media as a means of inquiry and self expression. How to create and express your own voice. **Module 2** - Personal Branding (What do I show, Positioning) In this module, the concept of empowerment is discussed. "Why is building your personal brand fundamental?". The Keynotes are: Empowerment and Personal Branding, Debate your rights, Learn to do a Swot Analysis, Build your OWN personal brand. **Module 3** - Creativity (What can I create - Golden Idea) In this module, practical suggestions and concrete examples to enhance creativity are provided. The following themes are being discussed: Why it is important to be creative, The difference between a Fixed and a Growth Mindset, The Golden Rules to enhance creativity, How to discipline creative ideas. **Module 4** - Business and Digitization (Capitalize on my talents, Offer) In this module, scalable business strategies are covered, which are the Social Business Model Canvas, Lean Startup and Minimum Viable Product.

Also, the benefits of digitising your own business are discussed and tools and apps that can help you enhance teamwork and make the digital transformation in your own teams are provided.

Module 5 - Start a Business (Step by Step Start Up Plan, Business)
In this module, a step by step guide on how to build a business is provided: Make your Golden Idea clear and concise, Choose a Legal Structure, Register your company at the local Registrar of Companies and Tax Agency, Check whether you need any permits, Build a website / webshop, Open a bank or PayPal account.

Module 6 - Legal & Finance (Positioning the Business, Market & Cooperation)
In this module, the following themes are being explored: Do I need to set up my business as a Limited Liability Company or as a Cooperative?, What are the liabilities? In what cases should I be held liable for the debts of my business?, How much money do I need to invest in my business?, What are my expected revenues? and What do I need to know about accountability?.

EVALUATION

The evaluation phases for this course are presented below.

Pre- and Post-Assessment phase: Participants complete assessments at the beginning and end of each module to measure knowledge and skills gained.

Module 1: Critical Thinking (Who am I, Clarity)
How confident are you in your ability to think critically about information presented to you? (Scale 1-5)
Can you explain the importance of critical thinking in daily life?
What is media literacy, and how does it impact your ability to express yourself?

Module 2: Personal Branding (What do I show, Positioning)
How well do you understand the concept of personal branding? (Scale 1-5)
Can you identify the key components of a strong personal brand?
How would you perform a SWOT analysis on your personal brand?

Module 3: Creativity (What can I create - Golden Idea)
How would you rate your current level of creativity? (Scale 1-5)
Can you distinguish between a fixed and a growth mindset?
What strategies do you use to enhance your creativity?

Module 4: Business and Digitization (Capitalise on my talents, Offer)
How familiar are you with scalable business strategies like the Lean Startup and Minimum Viable Product? (Scale 1-5)
What benefits do you see in digitising a business?
Which digital tools or apps do you find most helpful for enhancing teamwork?

Module 5: Start a Business (Step by Step Start Up Plan, Business)
How confident are you in your ability to start a business from scratch? (Scale 1-5)
What steps are involved in registering a new business?

	How would you go about creating a business website or webshop? **Module 6: Legal & Finance (Positioning the Business, Market & Cooperation)** How well do you understand the differences between business structures like LLCs and cooperatives? (Scale 1-5) What are the key considerations for determining business liabilities? How would you plan the financial aspects of your business, including investments and revenue expectations? **Reflection Phase:** Participants reflect on their learning experiences, challenges faced, and personal growth. "What were the most significant challenges you faced during this module?" "How have your skills and understanding improved through this module?" "What areas do you feel you still need to work on, and how do you plan to address them?" "How has your perspective on entrepreneurship changed after completing this module?" "Can you describe a specific moment or activity that was particularly impactful for you? Why?"
TIPS - SAFETY	The workshop can be adapted to suit coherent and diverse groups of learners. Participants may share personal information and this process may be stressful for some of them, so the facilitator should be alert to understand any inconvenience, take the lead and handle the situation. Also, they should be aware of and respect cultural differences among participants, avoid making assumptions about their experiences or backgrounds, use inclusive language and be mindful of cultural norms and practices, and emphasize the importance of confidentiality. It should be ensured that participants understand that personal stories shared in the workshop should not be discussed outside of the group. The facilitator should provide clear, step-by-step instructions for each activity and use visual aids if possible to enhance the understanding, as well as encourage participants to ask questions if they are unsure about any part of the activities. In addition, it is highly advisable to the educator to use use examples from real entrepreneurial stories to make the learning process more relatable and meaningful. Another part, which should be given full attention by the trainer is to be prepared to provide constructive feedback throughout the workshop, highlight strengths and provide specific suggestions for improvement, and also encourage peer feedback during presentations to foster a collaborative learning environment.
GROUP SIZE	The group size for the course does not matter, but it is more challenging to manage its workshop with the participation of many individuals. Working with a big group of people makes it harder to make people feel safe to share about themselves. 8 to 10 participants would be the ideal group size, especially in a blended environment.
COMPLEXITY	The complexity of the workshop can be rated at 3. The facilitator needs to take some time to prepare the different modules of the workshop and all the necessary material, review the methodology and prepare the workshop's different tasks. Also, the educator should be familiar with teaching online to be able to adjust the workshop to the needs of the online and in-person participants.

TIME	The time needed to complete the 241FE course depends on the trainer and the scheduling of the training modules. More specifically, the 241 FE Course consists of six modules, with each module containing theory, visuals, and assignments. The trainee should be able to follow the course at their own pace for in-person and online sessions with the trainees. The modules build upon each other, so preferably there should be intervals between the meetings. The intervals are dependent on the time that the trainee can spend per week and the learning capacity of each trainee. We suggest 4 hours to be allocated for each module. In total, 24 hours are needed for the implementation of the whole course.
AUTHOR(S) SOURCES	The 241 FE course was developed during the 241 Female Entrepreneurship Erasmus+ project and is available online in 5 languages (Dutch, English, Greek, Italian and Spanish). All the resources and the courses can be found here: https://241fe.eu/services/. "Handbook to the 241 Female Entrepreneurship Course: https://241fe.eu/our-trainer-tools/handbook/ "Train the Trainer Course for the 241 FE course": https://241fe.eu/our-trainer-tools/tot-course/

Workshop 12: Logo Design

Organization	**Associação Recreativa Cultural e Social de Silveirinhos**

Methodology
Development of entrepreneurship skills

Type of activity		**Modality**	
Exercise		**In presence**	**x**
Activity		**Remote Activity**	
Workshop	**x**	**Blended learning**	

Title	Logo Design
SUMMARY	In this workshop, participants develop entrepreneurship skills and awareness of the importance of a business's image and logo.
THEME	It is a Training Activity for social inclusion through professional and technical skills that can promote professional inclusion, and empowerment of migrant women.
PARTICIPANTS	Migrant Women

OBJECTIVE	It is intended that at the end of the workshop, participants will have: - Understand the importance and usefulness of design - Raising awareness of the importance of a business' image and logo; - Basic principles for conceiving and designing a logo and brand image;
MATERIALS	- Personal computer - Presentation on the topic - Multimedia projector - White sheets - Colored markers - Pencils - White board - Post-its - glue tape
PREPARATION	Prepare the presentation and material in advance and a place to carry out the training.
STEP BY STEP INSTRUCTIONS	1. The facilitator and participants must introduce themselves. To do this, group dynamics can be carried out. 2. The facilitator must present the objectives of the session and methodologies to be used, in a summarized form. 3. The facilitator must present the objectives of the session and methodologies to be used, in a summarized form. Carrying out a practical exercise on identifying well-known brands and logos. 4. Each participant was then asked to talk about their business idea. 5. The facilitator asked each participant to make, using a white sheet of paper and the available material, the first design of a possible logo for their business/project. 6. All logos designed were posted on the wall and analyzed by everyone present 7. Next, the facilitator talks about each logo, saying the positive aspects and aspects to improve, giving tips for improving the logos. 8. Participants are invited to redesign their logo, introducing improvement tips. 9. Participants present the final version of their logo. 10. At the end, a joint reflection is made on the usefulness of what they learned and evaluating how the training went.
EVALUATION	At the end of the training, participants' satisfaction should be assessed through a questionnaire. And carry out a qualitative assessment, with brainstorming ideas on how skills could be used for the social and professional integration of migrant women.

TIPS - SAFETY	Develop suggested practical activities, maintaining dynamic training.
GROUP SIZE	Between 6 and 12.
COMPLEXITY	2. The facilitator must have training in graphical design.
TIME	2 hours
AUTHOR(S) SOURCES	Author(s) of the practice if present, and any methodological reference. Please include link to any external resource.

Conclusion

The Occupability Guidelines for the Erasmus+ project ArtEMi has ended! Do you want a more comprehensive experience of our proposed creative educational process? In that case, you can access the ArtEMi Toolkit and the ArtEMi Support Practices, where you will find comprehensive suggestions fop art-therapy based educational activities for social inclusion through artistic-therapeutic approaches, autobiographical storytelling techniques and digital storytelling to support migrant women in self-awareness and planning for emancipation, as well as psychological support practices for migrant and native women with counselling activities and mutual peer support groups, through art therapy and approaches of sand play therapy. In addition, you can visit our website and try out the different Educational Methodologies created by our consortium after downloading them first.
You can still send us comments and valuable remarks about our educational approach by visiting the ArtEMi website.

ArtEMI Project

Migrant women are among the weakest groups of the population, victims of an intersectional marginalisation that hinders their pathways of inclusion, education and training to which all European citizens should have complete access. Factors that are detrimental to the educational and training opportunities of migrant women are language, cultural inclusion, economic, gender, racial and religious discrimination. Furthermore, restrictions adopted in the EU due to the COVID-19 pandemic have aggravated migrant women's distress and created new needs. Considering all these facts, it seems necessary to develop initiatives to support migrant women on their path to inclusion, both in the psychological sphere and in training and guidance for self-entrepreneurship.
ArtEMi project aims:

- to promote resilience, creativity and social inclusion among migrant women in order to overcome psychological distress through art therapy, autobiographical storytelling and activities that increase self-esteem and an attitude of self-entrepreneurship
- to offer educational, training and employment opportunities to the most marginalised social groups
- to involve a wide range of organisations at local, national and European level in addressing the problems of migrant women.

The project involved:

- staff from the partners' organisations, adult education professionals, social workers, cultural mediators, trainers, and volunteers of the partner organisations, with specific experience in working with migrant women and/or socially disadvantaged groups;
- groups of migrant women (those with whom each partner organisation works, those identified through the recommendation of associations and bodies active in the field of social inclusion, adult education, migrant reception, and psychological support to disadvantaged groups) and the operators of the respected organisations, operating in the social field, interested in experimenting and applying the proposed methodologies, as well as women in distress, also linked to COVID19 and post-COVID measures;
- migrants' associations and networks of associations, reception centres and support structures for migrants active on the national territory, institutions and associations for teaching the local language to migrants, voluntary groups for the support of migrant women, policy-makers at the local, regional, national level and in general, entities and associations active in any field of relevance to the dissemination of the project and the use and dissemination of PRs.

ArtEMi project has seen the implementation of the following results:

1. the ARTEMI TOOLKIT, a guiding tool for art-therapy based educational activities for social inclusion through artistic-therapeutic approaches, autobiographical storytelling techniques and digital storytelling to support migrant women in self-awareness and planning for emancipation, face-to-face and at a distance;
2. the ARTEMI OCCUPABILITY GUIDELINES, guidelines for the employability of migrant women with activities - based on an art-therapy approach - aimed at bringing out personal competencies and skills, improving transversal, language and digital competencies, initiating self-entrepreneurship projects, with an orientation to study and vocational training;
3. the ARTEMI SUPPORT PRACTICES, psychological support practices for migrant and native women with distant and face-to-face counselling activities and mutual peer support groups, through art therapy and approaches of sand play therapy.

Piloting Workshops

All project partners carried out Workshops for testing the good practices outlined in the Toolkit, the Occupability Guidelines and the Support Practices, to try out such practices hands-on with migrant women in order to:

➔ promote self-awareness, identification of personal discomfort and of own needs;

- ➔ finding out/sharing problems, needs, requirements with other groups of women in Europe
- ➔ getting to know each other and exchanging experiences -also via digital means
- ➔ appreciating similarities and differences of the creative outcomes of pilot workshops in each partner country.

These workshops involved female refugees participating in different activities:

- Art-therapy through figurative and plastic arts, Sand Play Therapy
- Autobiographical and digital narratives-based Art-therapy activities for highlighting and enhancing personal skills and competences
- Art therapy and artistic handicrafts for orientation and training in self-entrepreneurship
- Use of art therapy, Sand play therapy, autobiographical narration -also in digital form- for psychological support, self-valorisation and self-help

In total, 33 piloting workshops were held in Italy, Portugal, Greece and Sweden. During these workshops it was possible to test different methodologies and activities to work on the skills, empowerment and inclusion of migrant women.

Partners

Associazione DUN – Onlus

Project Coordinator – Italy

http://www.dunonlus.com/

Associacao Recreativa, Cultural e Social de Silveirinhos

Partner – Portugal

https://www.facebook.com/associacaosocialdesilveirinhos

Storie di Mondi Possibili

Partner – Italy

https://storiedimondipossibili.it/en/

Mobilizing Expertise AB

Partner – Sweden

https://mexpert.se/

Dafni Kentro Epaggelmatikis Katartisis

Partner – Greece

https://kekdafni.gr/

Annexes

MICROENTREPRENEUR'S HANDBOOK

This concise and user-friendly manual serves as a basic guide to help women understand the fundamentals of micro and small businesses. It was created as supplementary material for the seminar on micro-credit and micro-entrepreneurship, conducted as part of the piloting workshop on skill enhancement, managed by SMP "In My Life I Learned...".

FUNDING OPPORTUNITIES FOR BUSINESS START-UPS

A concise yet comprehensive guide on funding opportunities for micro-enterprises, specifically targeted at women, at the national level and focusing on the opportunities offered by organizations and institutions in the Rome and the Lazio area. This guide was presented at the seminar conducted as part of the piloting workshop managed by SMP "In My Life I Learned...".

THE CURRICULUM VITAE: STARTING FROM YOURSELF - TRANSFERABLE SKILLS

A concise and comprehensive guide to help migrant women draft a complete and targeted CV for job searching in the host country. This guide was presented at the seminar conducted as part of the piloting workshop managed by SMP "In My Life I Learned...".

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