



**PITCH- A MODEL FOR GENDER-SENSITIVE INTEGRATION STRATEGIES BASED ON PERSONALISED,  
PARTICIPATORY, LOCAL, AND MULTI STAKEHOLDER APPROACHES**

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STAKEHOLDER PARTNERSHIPS***

**PITCH MODEL**

*Deliverable n° 2.5*





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## PITCH MODEL

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## PITCH Project

**PITCH** is a 36-month project, aimed at establishing a common European ground to support the design and implementation of local integration strategies addressed to migrant women, based on a personalized, participatory, and multi-stakeholder approach. The project will do so by co-designing a model, translating it **into 7 local strategies**, and pilot-testing it with migrant women in **Italy, Greece, Slovenia, Spain, Cyprus, Lithuania and Sweden**.

This is expected to lead to:

- Enhanced socio-economic integration of migrant women and increased interaction between them and the host society
- A newly developed model for integration strategies adaptable to the specificities of different local contexts
- Sustainable collaborations and increased readiness of organizations, institutions and relevant stakeholders to tackle integration issues in the future.

PITCH aims to establish a common European ground to support the design and implementation of local integration strategies specifically targeted to women, based on a **personalized, participatory and multi-stakeholder approach**, in line with the topic: Developing and implementing local integration strategies through multi-stakeholder partnerships.

**The first phase** of the project was related to research and data collection on individual territories, the problems and needs of migrant women were identified, a mapping of the distribution of migrants in the cities that are part of the project was made.

In **the second phase** of the project, the data collected will be examined in order to design a model of inclusion for migrant women together with their partners, also thanks to the support of the municipalities.

The most innovative aspect lies in the close collaboration that the municipalities of the various countries will have with the NGOs. This close collaboration will give the possibility to develop local models capable of having a considerable impact on communities.





## Participants' profiling

The **PITCH model** will propose a reference structure in **5 phases** (*I. Participants' profiling, II. Development of activities organized in cluster, III. Design and implementation of personalized roadmaps to integration, IV. Evaluation, V. Sustainability and mainstreaming*), after which local integration strategies based on gendered, personalized, participatory and multi-stakeholder approaches can be created, but at the same time allowing for a flexible interpretation based on the local context and needs of migrant women.

Migrant women who do not participate actively in the local community are the main target group and beneficiaries of the **PITCH project**. As such, it is important that the partnership has a common language of communication and dissemination aimed at migrant women to consolidate the efforts of inclusion and empowerment aimed at them.

By developing an accurate narrative on the role of migrant women in the host society, PITCH will play a dual role.

**Firstly**, approaching migrant women to be involved in the project will be done in a clear, realistic and flexible way. The partnership must refrain from making unrealistic promises to the women participating in the project, meaning that their participation must take into account the legal, social and economic realities of the host countries.

As such, migrant women will be encouraged to participate in PITCH activities, to be supported at the level and frequency suited to their needs, thus applying in practice the personalized approach adopted within PITCH. Bearing in mind that migrant women are might be both workers and mothers in the host society, the activities should be as accommodating as possible in order to facilitate a high level of involvement and, therefore, a low level of school dropout.

**Secondly**, by welcoming a real and realistic message that responds to the daily needs and difficulties faced by migrant women, the PITCH project will help address the social, cultural, religious and economic stereotypes mistakenly assigned to migrant women. Through this approach, PITCH will offer a social, educational and empowerment environment in which migrant women will operate as individuals with an agency and where they can decide to adopt a roadmap for their personal development as they envision for themselves.

The message addressed to migrant women should therefore focus on the following three pillars (*upskilling, awareness- raising/guidance, social activities*) which reflect the types of activities that women can participate in within PITCH.

**Participants' profiling** takes place through the construction of relationships, the latter has the aim of reaching migrant women who are not very active in their local community. This is to ensure an evidence-based understanding of women's individual needs and aspirations to consider when providing a personalized offering of activities.



The first step will be for partners to develop a set of tools that allow them to identify the individual needs and aspirations of each woman, in order to create a personalized roadmap for each of them. This will be organized through the cozy corners, which will be organized in each country, over a period of 4 months by each core partner and with the support of P3 - Symplexis as leader of the WP 3.

**Cozy corners** are the center of the process of creating relationships and profiling with migrant women as they give the possibility to:

- Create a sustainable and trusting relationship with migrant women in order to be able to include those women who are not well integrated into their community, by creating a safe place after being able to carry out the activities.
- Through a reflection on their needs and interests to give migrant women the opportunity to create personalized roadmaps that allow them to actively involve them.

Guidelines have been outlined for the application of participatory and ethnographic methods of data collection and activities, and methods on how to manage cultural sensitivity and intercultural communication.

These guidelines include:

- that during the activities of the cozy corners a list of topics is first established that can guide the conversations with migrant women about their needs, interests and aspirations during the same cozy corners.
- the creation of a profiling questionnaire aimed at understanding the training needs of the participants in the 4 priority areas included in the PITCH Model.
- the creation of a template that combines the results of the profiling questionnaire with the offers of relevant activities, this is then used for the creation of a concrete and personalized activity program, or the personalized roadmaps for integration.

The evaluation tools for the profiling phase will be designed in parallel as part of the *General Project Evaluation & Impact analysis*, Internal Evaluation tools and activities.

The profiling toolbox will be developed by P5-ZRS based on its experience in the design of research tools, with the contribution of all partners.

At the same time, 5 linguistic mediators will be selected in each country who will assist in profiling and relationship building activities during the Cozy Corners and during the implementation of the customized Roadmaps for integration. The task of the aforementioned mediators will be to offer linguistic and cultural mediation support so as to be able to help the partners understand any problem or further needs that may arise among the participants.



The selection of mediators will follow criteria such as their suitability to work with reasonable objectives, the language they speak and their ability to mediate between the different migrant communities identified in the Desk-analysis and mapping of stakeholders.

A 1-day preparatory session will be organized in each country by the core partner, in which the mediators will be introduced to the specificities of the project, the profiling toolbox and above all the guidelines on relationship building activities. The scheme of this session will be developed by P3 - Symplexis, and with the support of the other partners, as leader of the *Pilot-testing of local integration strategies featuring personalized integration roadmaps for migrant women*.

10 Cozy Corners will be organized in each country over a period of 4 months with the support of P3 - Symplexis as leader of the WP.

The Cozy Corners are central to the process of creating relationships and profiling with migrant women, because:

- they will allow for the involvement of migrant women who are on the margins of their community, a safe place will be provided in which activities and moments of discussion will be carried out regularly, this will allow the creation of a sustainable and trusting relationship with them.
- will allow women to be actively involved in the design process of personalized roadmaps.

Cozy corners have **three steps**:

**The first** is the creation of contacts: migrant women will be reached through local networks of partners or through personal invitations if not also through flyers, with the support of representatives consulted in *focus groups with stakeholders and migrant women representatives* who will act as multipliers for other women in their community.

**The second** step involves getting to know each other and creating that sense of trust mentioned above. During the first three meetings we will try to create, in that safe space, an informal atmosphere that gives women the opportunity to meet and talk. In this phase a group of 30 women will be formed who will be willing to follow the personalized roadmaps for integration.

The third phase will be devoted to discovering the needs and aspirations of the women comprising the group of participants. In the subsequent meetings of this phase, moments of socializing and profiling activities will be organized, through the profiling toolbox the needs, interests, obstacles to integration and aspirations of women for the future will be identified.

To make it easier for mothers to participate, the meetings will be organized where possible in "community spaces", preferably known by women and suitable for possible activities for children.



All this always through the support of cultural mediators, who thanks to their work can break down language barriers and cultural misunderstandings that could prevent women from actively engaging in activities.

The Cozy Corners will continue to function as a social café with the aim of guaranteeing continuous access to the newly created “safe space” for both women and their families.

## Development of activities

The activities of the PITCH model are developed in clusters corresponding to 3 types: **upskilling, awareness/orientation, social activities**. This structure will make it possible to connect the activities in an elastic way to meet the individual needs and interests identified during the profiling. *The model, after the design workshops, will also suggest topics, methods and practical activities to facilitate the inclusion of migrant women.* In order to give a content basis for the pilot experimentation in Pilot-testing of local integration strategies featuring personalized integration roadmaps for migrant women, and in line with the needs identified during the preparation of the project, the model will propose the following example topics, *which can be adapted or modified according to the specificities of each context: Language, digital, entrepreneurial, work-related skills, Language, digital, entrepreneurial, work-related skills, neighborhood walks and social cafés.*

Both the cluster activities and the profiling activity will be developed simultaneously, in order to ensure that the needs and aspirations identified in this phase are taken into account in the design of the activities.

During the Seville meeting, the partners divided into groups carried out focus groups on the themes exemplified by the model.

The new groups faced other brainstorming on: *Topics, methods, practical activities that could be proposed to improve integration of migrant women.* the project preparation stage as relevant to cover the **4 priority areas (work, education, awareness of rights and duties, social interaction)**. Brainstorming was proposed on 4 priority areas:

- language, digital, entrepreneurial, employment-related upskilling (Upskilling cluster)

Fundamental to integration and cultural inclusion are language courses that can facilitate access to education and understanding of the host country's language. The non-formal aspect turns out to be of fundamental importance. These courses can and should be imagined in a nonformal way, ensuring that learners can learn language and vocabulary concepts in a nonformal, autonomous, and creative way. Some of the solutions envisioned are *language cafes* in which an exchange is possible in order to learn a new language but also to teach it, so women can be





not only learners but also those who can teach. Thus, the fundamental importance of *non-formal methodologies in language learning* such as the learning by playing approach, the creative thinking and the peer-to-peer approach have been recognized.

Other activities that have been envisioned to meet the needs of migrant women are quiz games to learn language, board games, all of these activities fall within non-formal education settings as described above.

In addition, key to developing women's *digital skills* may be the creation of glossaries of digital keywords, courses to give them computer skills that may be useful for example for: writing emails, searching for jobs on the internet, avoiding scams, being able to access banking services, learning how to write a CV or cover letter (Europass).

Another important aspect that has been thought of is to give women the skills to be able to start their own *businesses* through: networking with various types of *employers/study visits; peer to peer mentoring/profession-based matching*; Learning how to make a business plan, deciding which business would be the most sustainable; how to find funding opportunities; business incubators - information about them and how to access them; learning administrative and legal aspects of setting up a business so that they can give a 360 degree business development, improving marketing skills through digital tools. The goal is to succeed in turning their hobby into a business.

- *Awareness-raising on rights and duties and active citizenship: (awareness-raising/guidance cluster)*

Awareness-raising on rights and duties and active citizenship appears to be an aspect of central importance for the social inclusion of migrant women and others.

During the work among the partners, a number of activities were highlighted that can be supportive for women such as civic orientation courses, giving opportunities to bridge the gaps on information that does not reach them or simply to reinforce it, including issues of human rights and women's rights, including reproductive rights. One tool that comes out of the experience of some local realities is that of legal clinics, these are legal aid desks made up of professionals such as lawyers, psychologists and law students who make their expertise available to give legal support or more simply to support the migrant woman or those who need it in cases related to residence permits or other bureaucratic issues or even on what the avenues of redress may be for human rights violations or in cases of discrimination. Support can also be given on issues of labor rights and health care.

Another need that came out of the discussions and workshops is the need to offer courses on sex education, gender-based violence, rights to access education.



Important is for women to be able to be part of political, voluntary associations and thus become aware of their role within society and the impact they can have to make a contribution.

- career/training guidance:

The activities that have been designed with regard to career guidance and training are central to the development and sustainability of women's careers. It is important to develop career paths, plans and connections with education and therefore with institutions. Of fundamental importance is the creation of learning courses for adults, there are many migrants who arrive as adults and need literacy or training courses. All courses must be developed taking into account the dynamic part of learning and the specific needs of each participant.

Another fundamental aspect for accessing the job market is training on how to create CVs and how to prepare for a job interview. Involving migrant women in these paths is essential in order to help them not feel abandoned and to help them approach a world of work that is sometimes very distant from the imaginary of their countries of origin.

A suggestion, not mandatory, is to image courses developed to obtain a driving license which very often represents a fundamental aspect for independence.

- social activities: (social cluster)

Other activities that can create inclusiveness and that can give women a way to express themselves can be gardening or sporting activities such as trekking or beach cleaning events or walks together. Activities that give dynamism to inclusion projects.

Even the creation of intercultural events such as festivals, music, international cuisine, dance can be an important vehicle and can give women the possibility of moments of exchange and the opportunity to create new networks of social relationships. We felt that artistic activities can be functional in creating greater inclusiveness, imagining that women can take photographs to create moments of confrontation or that they can develop documentaries that tell their story and that are a vehicle for messages that they want to share.

During the brainstorming on the 4 priority areas, activities were proposed which will then be included in the model.

It should be remembered that the activities and activities of the model will then be translated into 7 local models, according to the needs of each territory.

Using the creative and participatory method of “**open space technology**”, which will facilitate brainstorming and peer-exchange, partners will build on the results of reflection groups and workshops and collectively design the draft contents of the **PITCH model**.





## Reflection group and presentation SWOT Analysis

During the co-planning work for the writing of the model, the various partners discussed the risks that migrant women encounter or may encounter in the future in the various situations.

The SWOT analyzes of the individual countries was presented by the partners, the ideas collected will be used as input and inspiration for the development of the **PITCH model**.

Divided into two groups, the partners selected threats and weaknesses and then tried to develop common solutions.

The following analysis will highlight their strengths and weaknesses, providing suggestions on opportunities to make them more effective or to create new ones based on the needs of migrant women, lessons learned and related threats.

The **SWOT analysis** drawn up in all countries and the relevant inputs from the UBC network will subsequently be collected in a compendium, thus providing a clear and schematic overview that will serve during the international working groups as a useful source of information and a starting point for delineating the content of the **PITCH Model**.

Risks have been identified that may be encountered, among these are: need for cultural sensitivity – mediators (e.g., babysitting); sustainability – lack of continuation of implemented initiatives; lack of competence – need for better legal preparation; lack of flexibility of and access to structural organization of services (e.g., language), also: difficult to combine different integration activities; limited political will for the cause, also: limited institutional engagement for needs-oriented rather than nominal solutions; lack of communication among stakeholders; lack of awareness of labor human rights; black economy work deprives migrant woman of social security protection; lack of participatory approach – especially, in the field of education; inflexible time of language courses women often forced to drop out; communication: language barrier feeling of exclusion from society; Unstable and irregular financing.

The **weaknesses** were identified after a swot analysis study. Among the weaknesses identified by the partners, we find first of all the legal aspects, which create many difficulties for women. Another weakness that emerges from the study is the difficulty of involving local inhabitants to collaborate with migrants.

Migrant women have low awareness of human rights issues, only basic needs are covered. Furthermore, there is an underestimation of the importance of health care. While digital illiteracy creates great difficulties for women in accessing digital services. Lack of attention to individual backgrounds and needs (especially gender) creates discrimination.



A further problem that emerges is the fact that migrant women who work as cultural mediators are often underpaid.

A final aspect is that of the lack of support services for women, such as childcare or babysitting services, the absence of these services creates considerable time problems for women who cannot thus devote themselves to anything else.

After analyzing these aspects, the partners also discussed possible solutions for these problems that may be encountered during the journey with women. Obviously, each country has different problems, the ones presented above were found in most of the analyzes made.

The **solutions** found are different, now some of them will be presented. It has been found that more support is needed for informal solutions, such as babysitting and language courses. The involvement of civil society and other relevant actors is essential for greater inclusion.

A holistic approach could be a solution as it establishes the need to intervene on the person through multiple parallel plans, but with a single purpose: a real and all-encompassing state of well-being. There are three ways of access that lead to this goal: the body, the mind and the spirit;

Reverse mentoring is literally reverse mentoring, a method/tool that could reverse the power relations between migrant women and the host society, as well as deconstruct stereotypes. . It is useless to remain fossilized in the skills already acquired; it is good to evolve, renew and learn from anyone who wants to teach us something. Reverse mentoring was born, for people who always want to improve regardless of age. Applying the reverse mentoring method to our project, it could be beneficial in the form of offering migrant women the possibility of being mentors for municipality representatives, other public and private stakeholders. This could be in the form of a mentorship program specific to one organization or based on the skills and perspectives that migrant women could bring in different fields.

It is also necessary to create incentives to support the continuation and therefore to have fewer dropouts. Develop job opportunities, through scholarships, study visits, networks, safe spaces.

A key role in the inclusion process is played by mediators and social workers whose cultural skills need to improve in order to be even more useful along the way.

The individualization of tutoring needs to be more personal, for example, providing personal tutoring which ideally involves at least one tutor for cultural mediation and one who can support migrants with (formal) institutional issues, develop more psychological support in different stages of integration can be a turning point in the inclusion process.

It would be important to create safe desks such as platforms where migrants can find the most important information, constantly updated and translated, and reach people/institutions that could help them.

The basis of this project is collaboration between organizations and municipalities, which can and should be a starting point for project sustainability.



The idea of creating partnerships with municipalities to transform project outcomes into more sustainable solutions turns out to be central; this can be done, for example, by taking over the project's information rubric after funding ends. Another important aspect will be to create groups on common interests and needs not based on vulnerabilities (e.g., motherhood, hobbies). Also, when possible, it should be turned into professional networking opportunities or social/political causes, so that women can feel that they too can contribute. These groups should be safe and needs-oriented.

Another important aspect would be to activate the full potential of the existing policy framework so that information about protection laws and available services can be disseminated;

More research on communication needs - research on social networks used, secure networks to reach family members online (possible involvement of embassies), support will be initiated to certify the safety of channels used.

Of key importance will be to improve interpersonal communication so that information can be disseminated person-to-person.

### **Reflection group about: Gender-sensitive, personalized, participatory, multi stakeholder.**

Partners brainstormed on: how to ensure that the proposed new local integration strategies present the following leading approaches promoted **by the PITCH project: gender-sensitive, personalized, participatory, multi-stakeholder.**

Co-design process and feedback loop: based on the experiences gathered in 7 countries, the partners shared their knowledge to co-design, during the international working groups described above, an EU-wide model capable of providing a common guide on local integration strategies aimed at migrant women. All the results that will be achieved through local strategies and impact assessments will allow the finalization of the PITCH model.

- **Gender and personalized approach:** given that migrant women represent the target group of the project and very often it is difficult to reach them given their sensitive position, the proposed strategies will first of all try to create a relationship of trust, designing a safe space to make feel women at ease and build a trusting and sustainable relationship. The support of mediators and the identification of needs will prepare the ground for the design of customized roadmaps for integration.

- **Multi-stakeholder and participatory approaches:** migrant women will be involved in order to understand their ideas and opinions on existing integration needs, a process that will continue with



the establishment of advisory committees, fundamental to ensure that the views of all involved parties are taken into account for the duration of the project. Capacity building for practitioners will strengthen their active participation in designing or replicating strategies. To facilitate peer learning, the PITCH model will result from the joint work of organizations, research centers and municipalities.

A few tips/solutions to ensure that the model fits each local competition.

In the case of a **gender approach**:

- Make sure that it is not only men who give lessons to women and make sure to avoid gender stereotypes in the personalized pathway that each woman will develop.
- It is preferable for the facilitators to be women, so that the target group feels more comfortable and the facilitators are aware of gender sensitivity. It is important for women to trust the facilitators, not to come to them with many workshops and trainings, but to listen to them and let them talk. It is important to first listen to them with empathy, given their background and origin. Building trust is the first step, which can be done by listening and asking questions with a gender-sensitive perspective and taking into account the experiences they may have had. Spaces should provide babysitting services to enable women with young children to participate in integration.
- Activities do not have to be typically female, such as dance, but it is necessary to ensure that there is a plan for women's involvement that gives them a choice of what activity to do.
- -In order to encourage migrant leaders to influence men in migrant groups on the benefits of women's integration.

Involve the spouse of migrant women to facilitate women's participation in the program. How to.

1) pre-project "bring a friend" social event (you can bring a friend, a colleague, your husband)

2) the internal benefits of women's integration (school communication, additional income, meeting with parents and teachers). Contribution to the daily affairs of the family beyond the responsibility of motherhood.

With regard to a **participatory approach**, certain aspects should be taken into consideration:

- Non-formal activities such as first asking what their dreams, aspirations, what they lack, etc. are. Also, physical activities such as listening to music, playing an instrument, creating a time of sharing through cooking activities or asking questions about heritage and culture.
- In order to solve the language problem we note the need for language and cultural mediators and not translators during activities. Another solution could be local language courses.



- In order to create more participation it would be appropriate to create moments of connection between women and the community. This is through active citizenship courses or public events in which women can find the strength to speak out and create community.
- Recognition of migrant women's language skills that can provide knowledge to locals.
- Teach each other, delegate interesting tasks to participants to implement the training project (e.g., coordinate a social café, support a woman in building a CV, conduct digital skills training, etc.).

Regarding a **personalized approach**, the following aspects were highlighted:

- Ask women what they want - create a menu with possible activities they can choose from and select a number of them. Create a macro area where they can choose activities based on some interviews we do with women supported by facilitators.
- Balance the model-between what women want and what is important for them to learn about the host country.
- Taking into account political and cultural aspects and how these may influence interactions between women and also between women and mediators.
- Create a roadmap to integration through: 1:1 session with social worker (personal assessment by social worker) or 1:1 session (to create a more personalized roadmap)
- In order to create a personalized approach, it would be appropriate to create a personalized link with the labor market through a digital skills assessment or interview evidence.
- it would be important to create connections with other migrant women (who are further along in the integration process), including through forms such as volunteering or sports.

In the last regard a **Multi-stakeholder approach** will be important:

- National committees will help structure the activities and how to carry them out.
- Invite health workers to talk to women about how the system works, speak their language or learn about their culture. The same goes for entrepreneurs and other people working with digital skills, etc., depending on the cluster.
- Reaching out to women to create awareness about the importance of 'enrolling children in school or providing health care.
- Involve ethnopsychologists so that women can express their experiences in the migration journey.
- Invite computer science students to support digital skills.



- Documenting their daily lives, and they learn how to take photos, cut the film etc. Can also be used for dissemination

We propose here a model of activity development that can be used as an example for when activities need to be translated to the local level:

Activity title	Activity area	Description of activities/method	Tools	Planned time for the implementation of the activity	Area covered	Learning objectives	Space







## Design and implementation

**Design and implementation** of personalized roadmaps to integration, allowing to structure a personalized offer of upskilling, awareness-raising/guidance, and social activities, able to support each participant's integration process at different levels. Each roadmap will be created by matching the specific, individual needs identified through the profiling with the most relevant activities available in the activity-clusters.

The planned activities will have a total duration of **161 hours**. The activities will be structured in clusters, this will allow different combinations of paths to adapt to the profile, needs and interests of each migrant woman, is a key innovative feature of the project, which should promote the autonomy and participation of women in the host community. All activities will be designed to be results-based, thus allowing different non-formal methods to be used for their implementation.

The municipalities will play an important role as previously mentioned, they will provide input for the awareness / guidance cluster, giving information on the services available and acting as intermediaries with them. Both the learning package and the outlines will be developed in English, so each partner will have to localize the content in their own context and language, each partner will develop their own program for social activities and make changes according to local needs.

During the 6 months, a lot of attention will be paid to avoid overlapping activities, so that every woman can participate in all the activities she desires.

Since each woman will choose at least one activity from the redevelopment and awareness / orientation clusters and will participate in at least 5 social cafes, each personalized roadmap should involve women for at least **50 hours (20h - retraining, 15h - awareness-raising + at least 15h - social cluster) over a period of 6 months**.

The following methods and formats will be applied to the 3 clusters:

- **Upskilling means:** non-formal training, workshops, role-play, practical exercises; people with relevant roles for the topics of each session will also be involved, eg. migrant entrepreneurs, employers.
- **Awareness / orientation:** workshops, seminars, thematic sessions, practical activities; this will be done through the involvement of guest speakers, such as representatives of migrant associations, local labor consultants, representatives of local services or other relevant stakeholders included in the integration database (A2.1.2); women who decide to participate in the "rights and duties" path will be encouraged to participate in neighborhood walks, so that they can view the local services mentioned in the workshops; women who choose to participate in the "active citizenship" path will





be encouraged to prepare their activities during the workshop that can be carried out during the social cafes and during the "meet the neighborhood" events (A4.6).

- **Social activities** will be implemented across the board during the entire 6-month period.

In particular, 2 neighborhood walks will be organized, or more, in the case of a high number of requests, which will give women the opportunity to familiarize themselves and get to know their neighborhood better, and to meet the key stakeholders they can refer to, so as to being able to help women to be more autonomous within the local community. The walks will be based on the neighborhood maps developed by the partners. The walks will be led by a staff member of a main partner who will show the map and present the main parts of interest visited during the walk. Alternatively, 10 social cafes will be organized every 2 or 3 weeks, with the aim of encouraging social activities and interaction between migrant women involved in the action and other local people, both migrants and not interested in participating. as the social cafes will be open to the public. The Social Cafes will be an opportunity for participants to propose their favorite activities: based on the specific experience of each woman, cooking classes, storytelling workshops, language tandems, craft workshops, clothing bazaars, or other social activities can be organized with the active involvement of women, and the activities conceived during the "active citizenship" path will be proposed by the participants themselves. Partner staff will also organize thematic sessions and invite guests to provide their testimonials or propose additional activities.

Cluster including specific paths	Sub-activities/Contents	Duration (hours)
<b>Upskilling cluster</b>	<b>4 learning paths expected to strengthen women's skills which are key for their integration.</b>	<b>80h</b>
Language skills	Non-formal, speaking-oriented training on the local language. <ul style="list-style-type: none"> <li>- Some compulsory language classes about key vocabulary that is needed in integration context</li> <li>- Language cafes</li> <li>- Homework help for their language classes</li> <li>- Trivia games to learn the language, board games</li> <li>- Key digital words glossary</li> </ul>	8 sessions (20h)
Digital skills	Basic digital skills training, including using email, internet and create and send basic documents, notions on internet safety. <ul style="list-style-type: none"> <li>- Book a room that has computers or iPads, and encourage those who come to bring their own devices if they have them</li> <li>- Writing emails</li> <li>- Digital services available and how to access them</li> </ul>	8 sessions (20h)





	<ul style="list-style-type: none"> <li>- How to access the internet, and safety &amp; frauds, scams</li> <li>- How to job search online</li> <li>- Banking systems</li> <li>- Apps</li> </ul>	
Employment-related skills	<p>Preparing a CV, Cover letter, job interview.</p> <ul style="list-style-type: none"> <li>- Interviews role play including key words in the local language</li> <li>- How to write CV and cover letter (Europass)</li> <li>- Job applications online</li> <li>- Networking with various types of employers/ study visits</li> <li>- Peer to peer mentoring / matching based on profession</li> </ul>	8 sessions (20h)
Entrepreneurial skills	<p>Preliminary entrepreneurial skills, creative thinking, idea generation and development.</p> <ul style="list-style-type: none"> <li>- How to make a business plan, deciding on which business would be the most sustainable</li> <li>- How to find funding opportunities,</li> <li>- Business incubators – information about them and how to access them</li> <li>- Administrative and legal aspects of establishing the business but also depending on their refugee status</li> <li>- Marketing skills through digital tools</li> <li>- Turn their hobby into a businesses</li> </ul>	8 sessions (20h)
<b>Awareness-raising / Guidance cluster</b>	<b>A programme of 15 sessions expected to raise women’s awareness on key factors related to their integration</b>	45h
Rights and duties	<p>Rights and duties as a citizen, equal opportunities, access to local services</p> <ul style="list-style-type: none"> <li>- Civic orientation – fill the gaps on the information that is not reaching or to reinforce this information, also to include human rights and women’s rights including reproductive rights</li> <li>- Legal clinics / support from law -or human rights students</li> <li>- Avenues for redress of human rights violations/ discrimination</li> <li>- Labour rights</li> </ul>	5 sessions (15h)
Active citizenship	How to help your neighborhood, volunteering, event organization, starting a grass-root association.	5 sessions (15h)





	<ul style="list-style-type: none"> <li>- Volunteering: information on existing initiatives, how to get involved both social and political parties</li> <li>- Migrant councils in the municipalities</li> <li>- Advocacy knowledge and skills for migrant women to represent themselves</li> </ul>	
Career/training guidance	<p>Talent discovery, skills and social abilities analysis, goal setting, matching with relevant local opportunities.</p> <ul style="list-style-type: none"> <li>- Come up with career paths/ plans and links to education</li> <li>- Adult learning opportunities</li> <li>- Informal competences assessment (ProfilPASS)</li> <li>- Link with existing programs/ initiatives</li> <li>- Peer to peer mentorship/ classical mentorship</li> </ul>	5 sessions (15h)
<b>Social cluster</b>	<b>2 types social activities expected to boost women's interaction with the local context</b>	36h
Neighborhood walks	<p>2 walks in the neighborhood organized based on neighborhood map developed in A2.1.4.</p> <ul style="list-style-type: none"> <li>- Neighborhood walk can include visits to businesses owned by other migrant women and local women. Having a proper tour of the city would be important to learn more about the city's history and its culture and its service points</li> <li>- Local businesses</li> <li>- Business form best society</li> <li>- City tour</li> <li>- Visit services and place</li> </ul>	6h (2 walks, ca.3h each)
Social cafès	<p>10 meetings with activities and workshops on various topics, open to both the migrant women participants and locals to promote interaction.</p> <ul style="list-style-type: none"> <li>- Social cafes topics will depend on the topics that the women define, but important to include women's rights, experiences by other women who have been in the country longer, storytelling, human library, democratic cafes rotating tables, film evenings showing both films from migrant women's countries and also local films, dance classes, do-it yourself activities, game nights, sports activities</li> </ul> <p>10 workshops:</p> <ul style="list-style-type: none"> <li>- Women's nights</li> <li>- Storytelling</li> <li>- Human library</li> <li>- Sport events</li> </ul>	30h (3h/meeting)



	<ul style="list-style-type: none"><li>- Roundtables (democratic cafè)</li><li>- Film night/documentaries also in local language</li><li>- Dance classes (local + migrant)</li><li>- Game night</li><li>- Craft courses</li><li>- DIY. The do-it-yourself ethics promotes the idea that anyone is able to acquire the knowledge required to perform a variety of tasks instead of relying on technicians. The term can refer to a variety of disciplines, including home improvement, first aid, some political activities, or creative jobs.</li></ul>	
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## Evaluation

**Evaluation.** The internal evaluation tools will be both informal methods to collect feedback and inputs from migrant women and more formal assessment tools (presented in the impact analysis toolbox including indicators, tools and guidelines - A5.3) will be combined to ensure effectiveness and the relevance of the local strategy developed, as well as coherence with the **4 flagship approaches**.

The evaluation activities will be organized in **3 phases**, correlated to the specific activities to be implemented and evaluated:

- The context-analysis & co-design process (WP2)
- The implementation of the personalized roadmaps to integration and their impact on migrant women (WP3)
- The finalization of local strategies and PITCH Model and consequent dissemination and mainstreaming (WP4)

The results of the evaluation of each phase will then be collected and summarized in comparative reports (A5.2.2).

INCOMA and P7 will develop a set of tools necessary to effectively evaluate the activities, results and results of the project within each phase. These tools will be developed throughout the project on the basis of the pre-established objectives, expected results and indicators. In addition to this, in order to better evaluate the main results of the project, i.e., the local integration strategies and the PITCH Model, the second evaluation phase will also include an impact analysis of the customized roadmaps for integration on migrant women participants.

Among the evaluation tools and the activities for which they will be used will include:

- **Templates of signature sheets**, which must be signed by the participants in all project activities, in order to be able to carry out a quantitative assessment of the project activities.
- **Models for informal feedback and evaluation** questionnaires will also be promoted, on satisfaction with the content of international meetings, learning needs met, methods, interaction and peer learning;
- **Evaluation questionnaires** will be administered to partners and committee members in order to evaluate the co-design process for the translation of the PITCH Model in the local context, and the quality of the PITCH Model and the local strategy after their finalization. This evaluation will focus on: compliance with flagship approaches, relevance, transferability and usefulness for policy makers, organizations and institutions creating integration strategies in the future;





- To evaluate in real time **the satisfaction of the participants** with respect to the contents and methods offered, models for informal feedback will be used after each Cozy Corner and after each session of the customized Roadmaps for integration, which, if possible, will be adapted to best meet their needs
- Guidelines and questionnaires will be developed for **the evaluation of the impact of customized Roadmaps for integration** on migrant women. The questionnaires will be filled in during 3 individual face-to-face sessions, one at the beginning, in the middle and at the end of the roadmap;
- After the completion of the customized roadmaps for integration, an evaluation questionnaire will be presented for cultural and linguistic mediators and facilitators of core partners involved in the implementation of WP3.
- To evaluate the effectiveness of the strategy during the cafes of the world (A3.6) models for the collection of feedback from migrant women will be presented
- Country reporting templates and benchmarking reports (5.2.2);

Evaluation questionnaires for CBP participants, questionnaires for authorities and stakeholders participating in the round table, webinars and final conference, evaluation questionnaires for local event expectations.

All evaluation results will be presented to all partners in 3 reports at the end of the 3 evaluation phases, if not for the second report which will be preceded by an impact analysis for each country. According to the following schedule:

*1st evaluation comparative report:* to evaluate the process leading to the development of the PITCH Model, such as the local context analysis and international co-design, and the translation of the model into local strategies.

*2<sup>nd</sup> evaluation comparative report:* After that the country reports on the impact analysis will be made. Prepared one month after the end of WP3, to evaluate the implementation of the pilot-testing, including the evaluation of the activities, their organization, methods used, and impact on migrant women.

*3th evaluation comparative report:* will be presented in the final month of the project, to evaluate the implementation of the project as a whole, including the process of finalizing the strategies and the Model, CBP and dissemination on WP4.

In order to ensure and guarantee objective evaluation of the project, an external evaluator will be selected by the coordinator (CESIE).



## Sustainability & mainstreaming

When discussing the sustainability of a project, **three different aspects** of this concept must be distinguished:

*Environmental sustainability.* If the project or its products produce an environmental impact, it is necessary to evaluate it and understand to what extent it is stable and does not jeopardize the survival of some species and the conservation of the territory. Furthermore, it is necessary to understand if the manufactured products can be used for a long period without undergoing degradation in functionality and specifications. When a project makes a contribution to environmental sustainability, this will normally be appreciated based on its impact and relevance.

*Financial sustainability.* The sustainability of a project must also be assessed on the basis of its ability to comply with the economic constraints agreed with the client for the entire life cycle. It is not just a question of taking into account the overall budget but also the cash flows, that is, the temporal trend of expenses and financing.

*Time sustainability.* It is necessary to verify that excessive duration does not make the project products obsolete and that the ability to generate value remains unchanged.

In order to assess the sustainability of a project, an attempt should be made to establish whether various conditions are met that can ensure the continuation of the benefits of the project. Examples of such conditions are:

*Area identification.* Does the person presenting the project have a clear vision of the expected results and the products that will be released, and of their environmental, financial and temporal sustainability?

*Commitment.* Are the stakeholders sufficiently involved in the project? Has a strategy been envisaged that can foster their involvement? Who are the supporters and what are the possible antagonists?

*Sources of financing.* Will there be sufficient funds to carry out the project? Are there also financial resources available for the first phase of experimentation or use in production of what has been achieved? If infrastructure is needed for no short time, are there sufficient funds for maintenance?

*Visibility.* What are the measures aimed at communicating the results of the project? Will there be an effort to transfer the necessary knowledge and skills?

*Risks.* Has an in-depth analysis been carried out of the risks that can jeopardize the sustainability of a project? Have possible response strategies and recovery plans been identified? Who is responsible for the implementation of the intervention plans?

Sustainability is a fundamental concept within this project. The main objective of sustainability is to promote the local integration strategy and the PITCH model, during and after the life of the project.







Sustainability must exist on **three levels**:

- At **the first level** migrant women, the path of inclusion of women will follow a personalized methodology. Each woman will have the opportunity to decide within the proposed activities which she considers most akin. feel most similar. During her journey she will be accompanied by specialized personnel who will support her in the activities that she will carry out.
- A **second level** will be represented by the Institutions, the collaboration between the municipalities, the NGOs and the partner organizations of the project will be fundamental. Providing suggestions on how to facilitate the sustainability of each local integration strategy and strengthen the sustainable dialogue between all these institutions and migrant women. It will also be important to identify mainstreaming support structures within key stakeholders and authorities.

This target group serves the multifaceted objectives of PITCH. Municipalities are key partners of the PITCH project and act as a strong link in each partner country to facilitate the development of the PITCH Model and local integration strategies. As a strategic partner, municipalities can act as a liaison to promote policy change at the executive level, as well as apply the PITCH model in the integration policies of migrant women in their municipalities.

Alongside the municipalities, partner organizations should extend the network of local authorities to maximize the dissemination of PITCH, the impact of the project results and ensure its sustainability through the design of new integration strategies for migrant women by these stakeholders.

- **The third level** will have to be that of policy making, the authorities at local, national and EU level who can give direction at the systemic level in an attempt to promote the use of the main result of the project, namely the integration strategy local and the PITCH model, during and after the life of the project.

The exploitation of results can take place both at the individual level (multiplier effect) and at the level of social policies (**mainstreaming**).

**Mainstreaming** implies the transmission of "*good practices*" acquired within the project on key channels and interlocutors. There are two main areas of implementation of mainstreaming: horizontal and vertical.

*Mainstreaming is horizontal* when the innovations tested are implemented by the bodies involved in the project and by bodies operating in similar areas of intervention.

*Mainstreaming is vertical* when the innovations experienced induce changes at the level of local or national policy planning and legislation.

The steps:

- inform, reaching as many people as possible;



- involve the operators and managers in the planning of the activities, key players, requesting feedback to support the change, through knowledge and coherence of the tools and solutions;
- transfer results to policy levels and involve policy makers in identifying goals and developing tools.

The multiplier effect is obtained, for example, by convincing a promoter to use the results of a previous project both in their initial form and by adapting them to new contexts.

Some examples:

- organization of public events (presentations, conferences, workshops...)
- website (also available after the end of the project eligibility period)
- intellectual property agreement
- long-term collaborations with the media (series of radio/TV/press contributions, interviews, participation in various radio/TV programs...)
- publication of informative material (newsletters, brochures, booklets, manuals with the most effective methodologies...)





## Conclusion

This model that has been developed during these months of work by the project partners has several objectives.

One of them is to increase the socio-economic integration of migrant women and more interaction between them and the host society, this process will take place through the application of the above-mentioned activities.

Furthermore, the development of this model will then have to be the basis for the development of local models of integration that adapt to local contexts and the specificities of each country.

For this reason, a central role is played by the close collaboration between organizations and institutions, in this case the municipalities, with which activities to be adapted to individual local contexts will then have to be perfected.

The idea is that by increasing collaboration between the various levels (*organizations, institutions and migrant women*) highlighted, a model of sustainable social inclusion can be created that gives women real opportunities to develop individual paths that help them get out of their often a condition of discrimination.

