

DIMENSION

Health

PILLARS

- Information/awareness on health rights & services
- Access to health services for all (including undocumented migrants)
- Health services sensitive to cultural, linguistic & gender differences and to situations of vulnerability
- Dedicated services for mental health
- Health services integrated with other services

CHECKLIST

- 1 Does the project provide health promotion and the access to primary and preventive health services for people in need? (e.g. healthcare awareness actions; diagnostic or preventive screenings through public local health services or with mobile clinics).
- 2 Are there multilingual resources - in the form of digital platforms or printed resources - to guarantee health literacy and to facilitate communication and access to health information?
- 3 Does the project provide the presence of cultural-linguistic mediation?
- 4 Does the project provide intercultural awareness training for healthcare personnel?
- 5 Does it promote mental health support with psychological or ethno-psychiatric support?
- 6 Does the project present itself as a collaborative working model and does it provide health advocacy? Is the proposed model based on the principle of community development and empowerment?



DIMENSION

Social Cohesion

PILLARS

- Correct information and the awareness on the issue of forced migration
- Counteract discrimination and racism
- Mutual knowledge between local population and migrants
- Stable bridging relationship between local population and migrants
- Awareness of migrants' agency and their active role in integration processes
- Systematic cooperation between different areas and services

CHECKLIST

- 1 Does the project contribute to spread information on the issue of migration and in particular on forced migration, on the right to protection and on reception? Does this information reach different components of the society (politicians, practitioners, civil servant, students, people not usually sensitive on these topics)? Does the project avoid reproducing stereotypes? Does it use an inclusive language?
- 2 Does the project create opportunities of encounter among local population and the target group? Are they both equally involved in their organization? Do these initiatives foresee a "follow-up", to allow the meetings to give life to stable relationships?
- 3 Does the project envisage coordination of its activities with those envisaged by other sectors/services? Does the project help raise awareness of sectors and services on the importance of including migrants for achieving cohesive societies? Does the project imply a stakeholder partnership?
- 4 Is the project the result of a participated decision-making process and co-design process?
- 5 What is the role of the target group in the project? Is their agency recognized?
- 6 What is the role of the local population? Have you set in motion actions to counteract possible stereotypes and prejudices affecting both groups?



CHECKLIST

PILLARS

- Information (both for employers and the target group) on migrants' employment rights
- Access to legal and fair labour opportunities for all, including vulnerable people
- Diversity as value for the labour environment
- Avoid over qualification phenomenon
- Services for employment integrated with other services
- Consistency between vocational training activities and labour market requests
- Effective job orientation activities
- Information on education and training opportunities
- Access to education and vocational training opportunities
- Education and vocational training activities sensitive to the cultural, linguistic, and gender differences and vulnerability
- Education and training activities aware of newcomers' rights & agency
- Education and training opportunities integrated with other services

- 1 Does the project consider the previous skills and educational qualifications acquired by the target group? Is the project committed to formalizing the recognition of qualifications already acquired by the target group?
- 2 Does the project promote work orientation and training activities through professionals in different fields (e.g. psychologists, guidance counsellors, entrepreneurs, examples of integration through work in second generations)? Does the project include "migration success" experiences in its training proposals?
- 3 Does the project provide and promote a regular consultation-communication between the different actors and services involved in the integration process (i.e., Health services, with particular reference to complex personal-psychological conditions?)
- 4 Does the project effectively communicate its initiatives to other sectors and services with similar aims?
- 5 Does the project know/investigate/reflect on the occupational areas most frequently covered by the target group before designing vocational training activities?
- 6 Does the project imply a stakeholders partnership? If yes, does it include local entrepreneurship and innovation schools?
- 7 Does the work training aim to reach a mixed target group (or is it only targeted to migrants)?

INTEGRATION

DIMENSION

Employment

Training & Capacity Building

Stakeholder Partnership



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