

# GOOD PRACTICES IN EUROPE RELATED TO THE INTEGRATION OF IMMIGRANT ADOLESCENT GIRLS IN THE USE OF ICT

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## TABLE OF CONTENTS

TABLE OF CONTENTS	2
INTRODUCTION	3
ABOUT THE PROJECT ICTeen	4
ABOUT THE HANDBOOK	4
COLLECTION OF GOOD PRACTICES	5
SLOVENIA	5
SPAIN	8
ITALY	14
NORWAY	24
PORTUGAL	38



## INTRODUCTION

Women position in the world of migration is very complex. This is so because of women personal values and often also because of women position within a culture she belongs to and family she is originating from. It is no difference on the type of reason for decision of moving between woman and man. Poverty, war and non-employability are most common reasons to flee the country for a better, more stable and safe life.

Hence, recipient country needs to create an environment for woman that welcomes the possibilities to improve women position rather than creating the situation where women position gets impaired. This woman need to be equipped with the rights of equality and the knowledge in order to be comparable to men. Information and communications technology is one of such areas which competence is much needed to actively and effectively participate in the society.

It is not our priority to prohibit the practice of certain culture or however limit the role of women in the family. The other way around, a woman makes an important contribution to the establishment of a feeling of "home" particularly in the new environment. The individual's feeling, the experience of "home", of course, also depends on her integration into a new environment, usually measured by indicators such as: the ability to adapt to work, city, labour market, property ownership, knowledge of a new language, active citizenship, social networks in the new environment, but to her "home" means the space she connects with family, identity, culture, which is personified in the woman.

By assigning new roles within immigration, changes attitudes and roles within the family, the importance of women and thus her empowerment. To effectively empower women for her active participation in a society, in a new place, one need to acknowledge her possible ICT (il)literacy that is nowadays very important, in order to successfully enter a job market, but not only this, one need to be ICT literate on everyday life step.

In order to help adolescent woman to be able to fight life challenges successfully and to be comparable or equal in the same situation to man, one need to focus on how to empower them and how to provide the possibilities that help them to reach this goal. Within the project "ICTeen" we prepared several practices from five different European countries that turned out to be good and effective in fight with gender quality and promotion of ICT knowledge between migrant adolescent women.



## ABOUT THE PROJECT ICTeen

Adolescence is a vital stage in which the need to consolidate an identity appears and in which social networks and the use of the Internet are very important. Although there is generally no digital gender gap in access to the Internet by adolescents, in certain groups of migrants

Integration of immigrant adolescent girls in the use of ICT – ICTeen aims to support and encourage the use of ICT from a gender perspective. In this process, female migrant adolescents from countries outside of Europe are targeting. We aim to improve the skills related to the use of digital technologies from a gender perspective in the field of youth.

The partnership is formed of five organisations from five different countries:

- **INNETICA** as leading partner, is Spanish non-profit association whose main mission is to promote cooperation between entities across Europe to promote European values.
- **DRPDNM** is Slovenian non-governmental and humanitarian organisation working in public interest in the area of social care, youth and culture, in order to achieve inclusion of socially excluded groups and the stimulation of NGO development and civil dialogue.
- **TERRAM PACIS** is Norwegian independent organisation, democratic humanitarian and non-profit, focused in education of youngsters which purposes the development of youth capacity and the establishment of what youngsters want or need.
- **SOJOVEM** is Portuguese organisation, aiming to promote education, culture, social inclusion, entrepreneurship and a healthy occupation of recreational activities and sports for young people and community.
- **IO NOI** is Italian organisation committed to carry out interventions in the field of cultural, environmental and social services policies, promoting awareness campaigns on the topics of the rights of the children and, social rights and multiculturalism.

## ABOUT THE HANDBOOK



This particular document contains the best practices in the field of integration of adolescent immigrant women with the use of ICT, in five European countries that are part of the partnership with the view to extend between the associated organizations and stakeholders.

## COLLECTION OF GOOD PRACTICES

The collection of good practices presents five good practices per participating country (Slovenia, Spain, Italy, Portugal and Norway) in the field of integration of adolescent immigrant woman. The use of ICT and gender equality within integration process is presented and promoted through twenty good practices in total.

### SLOVENIA

Slovenian partner is focused on the integration process of immigrant woman. ICT knowledge and computer literacy is used as a tool and a competence of immigrant woman that they need to obtain during the integration process in order to become fully equipped for successful inclusion in local society. Computer literacy thus present the major competence everyone need to have in order to fight daily issues and being competitive on the job market.

The five good practices presented by Slovenian partner and its associated organisations, present the activities, programmes and projects related to computer literacy as part of integration process

<b>Title, location</b>	<b>Social activation for woman immigrants, Novo mesto, Slovenia</b>
<b>Kind of Best practice</b>	Learning basic computer skills
<b>Description</b>	Woman are introduced to the basics of computer theory. The class is composed so that women learn about all the basic aspects of computers they need to know, for instance: how to start and shut down the computer, meaning of terms such as files and folders, how to create a new folder, how to save file etc. They learn the three basic topics they will need to use when looking for a job, writing CV or applied for a job.

	<p>The lecture consists of the following lessons: how to set up the computer, the usage of Internet, the use of e-mail, creating, formatting and editing word document.</p> <p>In the end of the lecture, young woman immigrants need to be equipped with sufficient knowledge to get on a job market and use the ICT competencies.</p>
<p><b>Links</b></p>	<p><a href="https://www.facebook.com/DRPDNM/posts/3113999768728142">https://www.facebook.com/DRPDNM/posts/3113999768728142</a></p>
<p><b>Photos</b></p>	

<p><b>Title, location</b></p>	<p><b>POMP Program, Ljubljana, Slovenia</b></p>
<p><b>Kind of Best practice</b></p>	<p>Computer literacy with immigrants</p>
<p><b>Description</b></p>	<p>The POMP social protection program is intended to solve the plight and problems of vulnerable groups of immigrant women and men.</p> <p>Through this program the immigrant women are receiving support in integration process into Slovenian society, accepting the social and cultural characteristics of the environment, preserving identity and reducing isolation. As a part of this process, computer literacy workshops are concluded, being in touch with information technology is crucial for competitiveness in the labour market, successful economic integration and for maintaining social contacts and one's own identity.</p> <p>Computer literacy courses are designed so that users, in addition to pre-prepared content, can also express their wishes,</p>

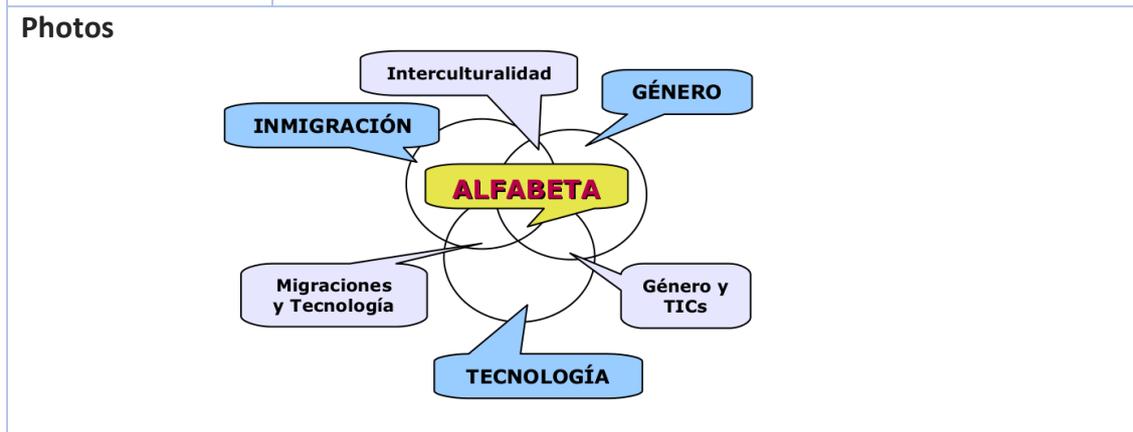
	<p>what knowledge they would like to acquire (eg management of convenient online content and applications, social networks ...). At the MISSS premises, they have access to ITK, support in the use of information technologies and assistance in finding the desired information (vacancies, finding housing, maps, assistance in filling out forms, information needed to regulate their status, rights, duties. The program is co-financed and supported by Municipality of Ljubljana.</p>
<p><b>Links</b></p>	<p><a href="https://www.misss.si/programi/preventivni-programi/pomp-psihosocialna-pomoc-druzinam-priseljencev">https://www.misss.si/programi/preventivni-programi/pomp-psihosocialna-pomoc-druzinam-priseljencev</a></p>
<p><b>Photos</b></p>	
<p><b>Title, location</b></p>	<p><b>Project WELCOMM, Ljubljana, Slovenia</b></p>
<p><b>Kind of Best practice</b></p>	<p>Course of Slovenian language</p>
<p><b>Description</b></p>	<p>At Slovene philanthropy, they created a Slovene language course in the European project WELCOMM, adapted to the beginners, which used a foreigner's specific group, which was necessary to learn the language in learning languages that need to be approached in a slightly different way, as with other aliens.</p> <p>The course is designed to learn communicative work (no responsiveness in grammar, possible word in phrases and situation) with listening in speech exercises.</p> <p>The course allows, among other groups, adolescent women, to learn Slovene language online. This way, in connection to leaning the language, the women also practice their computer</p>

	skills.
<b>Links</b>	<a href="https://welcomm-europe.eu/slovenian-language-course/">https://welcomm-europe.eu/slovenian-language-course/</a>
<b>Photos</b>	

## SPAIN

<b>Title, location</b>	Alfa Beta, Cataluña
<b>Kind of Best practice</b>	Media and digital literacy Research
<b>Description</b>	<p>This project focuses on the Media and Digital Literacy of Immigrant Women.</p> <p>Its purpose is to make visible the world of immigrant women and their practices with ICT, in addition to making them a practical resource and a daily tool for them.</p> <p>Based on their use as empowerment tools, they play a decisive role in the social integration of immigrant women.</p> <p>Its contents include agenda, women and immigration, gender and the information society.</p> <p>The contents are presented in interactive graphs, easy to understand and accessible to all, regardless of their literacy level.</p> <p>There are also locutions and transcripts of scenes that make them more understandable to those who do not speak the language.</p> <p>Based on this project, a research study coordinated by Red</p>

	Activa and Generalitat de Catalunya has been made.
<b>Links</b>	<a href="http://www.moviments.net/maite/AlfaBeta/">www.moviments.net/maite/AlfaBeta/</a> <a href="https://aulaintercultural.org/2008/10/27/alfabeta-investigacion-sobre-mujeres-inmigrantes-y-tics/">https://aulaintercultural.org/2008/10/27/alfabeta-investigacion-sobre-mujeres-inmigrantes-y-tics/</a> <a href="https://donestech.net/informe-alfabeta">https://donestech.net/informe-alfabeta</a>



<b>Title, location</b>	Red Nosotras en el Mundo, Madrid
<b>Kind of Best practice</b>	Access to radio and New Technologies
<b>Description</b>	<p>This space created by Radio Vallekas and in which entities like Centro de Intercambio y Servicios Cono Sur Argentina (CISCSA), and Agencia Española de Cooperación Internacional al Desarrollo (AECID) collaborate, is a collective commitment to building bridges of communication between women’s movements in Latin America and Europe.</p> <p>In this, the protagonists are the voices of women as sources, thus breaking the gender gap in information through the production of feminist audios.</p> <p>These audios are broadcast and shared through the Web, from where they can be downloaded for free reuse.</p> <p>Through the tool "Buscadora" audio productions can be found by keywords or categories (country, year, authors or authors, theme and format).</p>

	<p>Also, they bet on the training of women in new technologies as a strategy to open new channels of dialogue and analysis and for their voices to be heard; and in addition, to provide them with tools that contribute to their empowerment and that of their organizations.</p>
<p><b>Links</b></p>	<p><a href="https://rednosotrasenelmundo.org/#10">https://rednosotrasenelmundo.org/#10</a>  <a href="https://www.facebook.com/rednosotrasenelmundo">https://www.facebook.com/rednosotrasenelmundo</a></p>
<p><b>Photos</b></p> <div style="display: flex; justify-content: space-around;">   </div>	

<p><b>Title, location</b></p>	<p>Asociación Por Ti Mujer, Valencia</p>
<p><b>Kind of Best practice</b></p>	<p>Computer course</p>
<p><b>Description</b></p>	<p>Since 2009, the Association Por Ti Mujer has been actively fighting for effective equality of opportunity between men and women and combating gender-based violence or any other form of discrimination against women.</p> <p>Por Ti Mujer supports its work in the pillars of the following values: Equality, equity, freedom, sorority, interculturalism, diversity or the active participation of women.</p> <p>Based on these and with the aim of creating greater opportunities for migrant women, the Association is organizing computer courses aimed at employing and accessing ICTs with the following blocks:</p>

	<p>Basic Digital Skills Workshops Digital Skills Workshops for Employment</p> <p>Although the last course with such a specific theme was held in October 2018, the Association continues to propose courses, trainings and approaches to ICTs for immigrant women.</p>
<p><b>Links</b></p>	<p><a href="https://asociacionportimujer.org/">https://asociacionportimujer.org/</a></p> <p><a href="https://asociacionportimujer.org/curso-de-informatica-para-mujeres-inmigrantes/">https://asociacionportimujer.org/curso-de-informatica-para-mujeres-inmigrantes/</a></p>

**Photos**



<p><b>Title, location</b></p>	<p><b>Proyecto Tekl@, Fundación Cepaim, Madrid, Sabadell, Teruel.</b></p>
<p><b>Kind of Best practice</b></p>	<p>Access to new technologies for employability</p>
<p><b>Description</b></p>	<p>The Cepaim Foundation coordinates this project together with Diputación de Teruel and Cruz Roja, with the aim of facilitating women’s knowledge and access to new technologies, which will facilitate their inclusion in the world of work and will make them feel fully qualified to access any professional sector.</p> <p>To this end, training and empowerment activities are carried out, depending on the level of initial knowledge they have in ICTs, such as:</p> <p>KEY I: <i>Digital training</i> KEY II: <i>ICT for Gender Equality</i> BASIC KEY: <i>Digital Literacy for Job Search</i></p>

	<p>One of the groups targeted by the Tekl@ Project has been immigrant women. To this end, they have facilitating tools such as keyboards and screen-to-content interfaces adapted to other languages such as Arabic, Slavic, etc. Since the potential of women must take into account ethnic or cultural origin, social class, religion and age.</p> <p>The Tekl@ Project has tried to take into account, at all times, an intercultural perspective based on the dynamic vision of cultures, the links created through communication, and the formation of a broad citizenship where equal rights exist.</p>
<p><b>Links</b></p>	<p><a href="http://cepaim.org/el-proyecto-tekl-llaves-para-el-empleo-tic-seleccionado-como-buena-practica-europea/">http://cepaim.org/el-proyecto-tekl-llaves-para-el-empleo-tic-seleccionado-como-buena-practica-europea/</a></p> <p><a href="http://cepaim.org/que-hacemos-convivencia-social/igualdad-de-oportunidades/proyecto-tekla-llaves-para-el-empleo/#:~:text=Se%20trata%20en%20definitiva%20de,cualqui er%20sector%20profesional%20y%20personal.">http://cepaim.org/que-hacemos-convivencia-social/igualdad-de-oportunidades/proyecto-tekla-llaves-para-el-empleo/#:~:text=Se%20trata%20en%20definitiva%20de,cualqui er%20sector%20profesional%20y%20personal.</a></p> <p><a href="http://cepaim.org/wp-content/uploads/2015/12/LIBRO-proyecto-tekla-EMPODERAMIENTO-DIGITAL-CON-MUJERES.pdf">http://cepaim.org/wp-content/uploads/2015/12/LIBRO-proyecto-tekla-EMPODERAMIENTO-DIGITAL-CON-MUJERES.pdf</a></p> <p><a href="https://www.facebook.com/fundacion.cepaim/">https://www.facebook.com/fundacion.cepaim/</a></p>

**Photos**



<p><b>Title, location</b></p>	<p><b>Hola Fabiola, España</b></p>
<p><b>Kind of Best practice</b></p>	<p>Digital Literacy Programme</p>

<p><b>Description</b></p>	<p>Created by Fundación Orange and Fundación Directa, Hola Fabiola is a project aimed at foreign women living in Spain who wish to learn how to use the computer and browse the Internet.</p> <p>Promotes the active use of ICT through the use of digital applications and services geared to the real needs of migrant women (employment, communication, leisure, culture, participation, equality, etc.), generating skills and capacities that facilitate greater social integration and better access to employment.</p> <p>This project is developed as a free and adapted online course that consists of a series of independent modules that can be adapted to the capacities of each user.</p> <p>It is available to public and private entities (organizations, associations...) that work with these groups of women and is also available for individual use.</p> <p>The programme is financially supported by the Ministry of Health, Social Policy and Equality and is supported by entities such as UN Women, the Ibero-American General Secretariat, the Telecentre Network and the Identific Consortium.</p>
<p><b>Links</b></p>	<p><a href="http://www.holafabiola.com/index.php">http://www.holafabiola.com/index.php</a></p> <p><a href="https://punttic.gencat.cat/sites/default/files/HOLAFABIOLA_dossier_informativo.pdf">https://punttic.gencat.cat/sites/default/files/HOLAFABIOLA_dossier_informativo.pdf</a></p>



**Photos**



## ITALY

<b>Title, location</b>	<p><b>Corso italiano L2 per donne migranti – Rete Scuole Migranti, “Io,Noi”, Fiumicino, Lazio</b></p> <p><b>Italian L2 school for migrant women</b></p>
<b>Kind of Best practice</b>	<ul style="list-style-type: none"> <li>- Media literacy</li> <li>- Use of internet and social network</li> <li>- Babysitting service</li> </ul>
<b>Description</b>	<p>Scuolemigranti is the network of voluntary associations that organize free Italian courses for foreigners in Rome and Lazio Region.</p> <p>Characteristics of these schools for migrants are: the free courses, the reproduction in recurring or continuous cycles during the year, the finalization of social integration, the use of basic services, the exercise of fundamental rights. But other elements that distinguish their action are: the care in the reception, the holistic approach to the problems of the individual, the low threshold to allow access to people with particular educational deficiencies or weak and disadvantaged, the predisposition to address and accompany to support structures.</p> <p>The lessons are accompanied by a babysitting service, entrusted to voluntary persons, to encourage the participation of mothers.</p> <p><b>Transformation of the course into online during emergency Covid-19:</b></p> <p>Shortly after the start of the pandemic situation and lockdown, the teachers and operators set to work to recover the contacts of all the students and find a way to resume the activities, but at a distance, with tools and themes that would allow, at least</p>

in part, to work while remaining faithful to the methodology used in the lessons in attendance.

The students were enthusiastic, but problems arose immediately with the use of technology. Some of them cannot use fast internet connections, they have a few gigabits for data connection and often their smartphone is obsolete or is the only means that their children have to follow the distance teaching of public school.

In spite of everything, however, teachers have continued and continue to do school, to study ways to involve everyone and everyone, especially those who are more difficult to reach, but always happy to hear a friendly voice that reassures them in a moment of fragility like this we are experiencing.

<b>Links</b>	<a href="http://www.scuolemigranti.org/">http://www.scuolemigranti.org/</a> <a href="http://www.ionoi.org">www.ionoi.org</a> <a href="https://youtu.be/s8AnKbUbS7c">https://youtu.be/s8AnKbUbS7c</a>
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**Photos**



<b>Title, location</b>	<b>Ospedale amico delle donne migrant (Hospital Friend of migrant women)</b>
<b>Kind of Best practice</b>	Digital Health Care
<b>Description</b>	<b>Lead applicant:</b> Azienda Sanitaria Locale RM1

	<p><b>Date of project:</b> September 2017 – February 2019</p> <p><b>Target:</b> Migrant women</p> <p>Hospital Friend of migrant women - Health has no ethnicity</p> <p>The project “Hospital Friend of migrant women - health has no ethnicity” aims to facilitate access and use of health services, hospital and territorial, of migrant women, through the activation of organizational processes - care, aimed at ensuring the principle of inclusion, as well as to improve the quality of care.</p> <p>The project is co-financed by TIM Foundation.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Needs analysis and training: transfer to health personnel, methods and tools to carry out autonomously the analysis of needs related to multiculturalism and to directly elaborate proposals and protocols to improve assistance to migrants by responding to the needs that have emerged. The training phase will broaden the professional skills of health workers integrating them with the knowledge of different ethno-cultural realities and an intercultural approach.</li> <li>• Cultural mediation: start of the 'face to face' mediation service guaranteed by the fixed presence of a group of intercultural mediators. In addition, a multilingual translation service of corporate information material for the orientation of foreign citizens is provided.</li> <li>• Development of protocols and projects for the care of migrants.</li> </ul>
<p><b>Links</b></p>	<p><a href="https://www.fondazionetim.it/progetti/social-empowerment/ospedale-amico-delle-donne-migranti">https://www.fondazionetim.it/progetti/social-empowerment/ospedale-amico-delle-donne-migranti</a></p> <p><a href="https://www.youtube.com/watch?v=wp5PupUqgQY">https://www.youtube.com/watch?v=wp5PupUqgQY</a></p>
<p><b>Photos</b></p>	



<p><b>Title, location</b></p>	<p>“EUMentorSTEM”, DamsLab (Bologna, Italy)</p>
<p><b>Kind of Best practice</b></p>	<ul style="list-style-type: none"> <li>- Promoting highly skilled migrant women in a global knowledge economy</li> <li>- Study, research and providing e-tools</li> </ul>
<p><b>Description</b></p>	<p>Covering 5 countries, EUMENTORSTEM consists of partners with complementary expertise, providing a suitable geographical coverage for impact, dissemination and exploitation. All partners are members of WITEC – the European association for Women in SET (Science, Engineering and Technology), sharing a common purpose of promoting activities relating to empowering women in this field. The participation of all partners is propelled by a common desire to develop, transfer and test materials that can be implemented in ongoing and future national activities.</p> <p><b>EUMENTORSTEM</b> seeks to foster the performance, learning and development of women with migrant background to consolidate their career in <b>STEM</b> (Science, Technology, Engineering and Mathematics) jobs in Europe (as paid employees or as entrepreneurs), by developing and testing innovative materials on mentoring and coaching (M&amp;C) in STEM for migrant women and their career advisors/educators, shared in an online European knowledge hub in all partner</p>

languages.

The project takes into account **three** critical intersections in Europe:

- the increasing influx of migrants
- the gender gap in STEM-related jobs
- the double disadvantage faced by highly-skilled migrant women in the labour markets.

Around **400** persons are directly targeted in project activities, through *focus groups*, *ToTs (Training for Trainers)*, *pilot training of Trainer's and Learner's Kits*, through *Mentoring Circles™* and *Integration Circles™*, national multiplier events, European conference, the **VirtualHub** for training and online community. In addition, around **10,000** persons will benefit from project activities through extensive dissemination actions implemented by the project partners.

The main project results are the **EUMENTORSTEM Trainer's and the Learner's Kits**, accompanied by a virtual hub for training and online community.

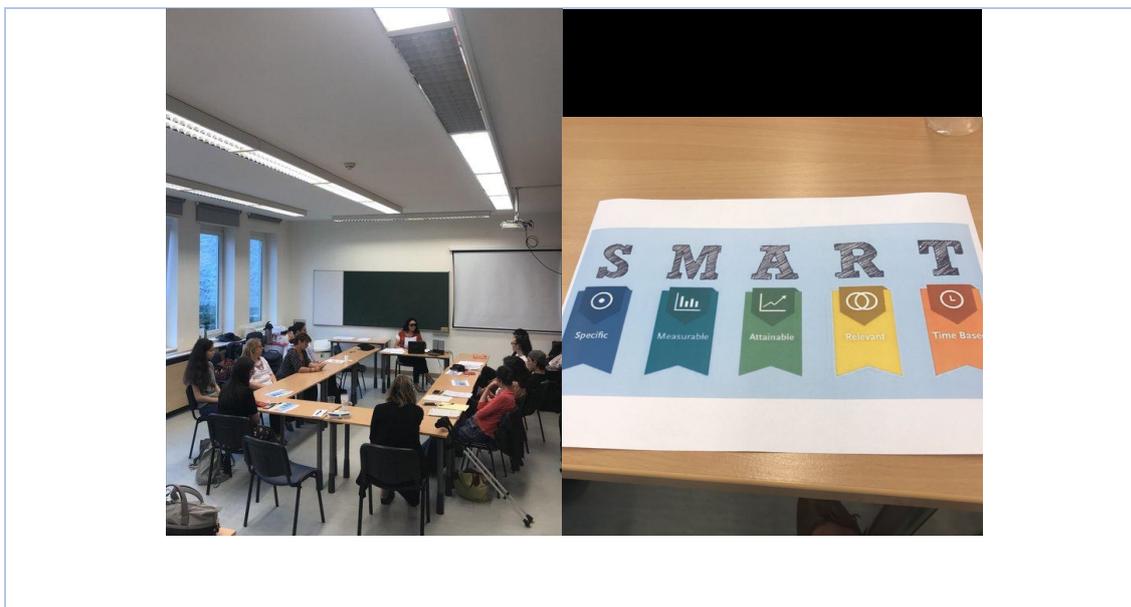
The impact of the project is significant both numerically and in terms of empowering/building capacity of target groups:

- migrant women will benefit from workshops fostering their employability in STEM fields
- career advisors/educators will increase their skills in promoting migrant women's career in the STEM sector
- trainers will extend their expertise on training mentors.

**EUMENTORSTEM** therefore strength the links between *female migrants* and the *European STEM labour market* in need of skills and diversity, focusing on the social inclusion of adults through the provision of effective outreach, guidance and motivation strategies in the form of M&C and extending and developing educators' competences.

Virtual hub assists migrant women with STEM-studies and/or

	<p>job experience to develop transversal skills and competences in order to fulfil their potential in European labour markets, while, at the same time, supports career advisors/educators in helping migrant women to develop their skills, competences and attitudes to succeed in a STEM-job in Europe.</p> <p>It is a hub for EUMENTORSTEM learning and training materials. Trainer’s Kit and Learner’s Kit are both available in 5 different languages (English, Swedish, Italian, Greek, Hungarian), so individuals and organizations can autonomously repeat the trainings or be inspired by them.</p> <p>Anyone can create an account for the <a href="#">Virtual Hub</a>, so (s)he can have access to all the available material. Once you visit <a href="#">Virtual Hub</a>, you can create an account by pressing Log in (top-right corner). On the next screen there is a “CREATE NEW ACCOUNT” button which transfers the new user to a screen where (s)he should provide the requested information and then follow the instructions of the received email and confirm her/his registration.</p>
<b>Links</b>	<p><a href="https://www.eumentorstem.eu/">https://www.eumentorstem.eu/</a></p> <p><a href="https://youtu.be/cthRQ8PWqYQ">https://youtu.be/cthRQ8PWqYQ</a></p> <p><a href="https://magazine.unibo.it/calendario/2019/promoting-highly-skilled-migrant-women-in-a-global-knowledge-economy/brochure-eumentorstem-final-conference_def.pdf">https://magazine.unibo.it/calendario/2019/promoting-highly-skilled-migrant-women-in-a-global-knowledge-economy/brochure-eumentorstem-final-conference_def.pdf</a></p>
<b>Photos</b>	



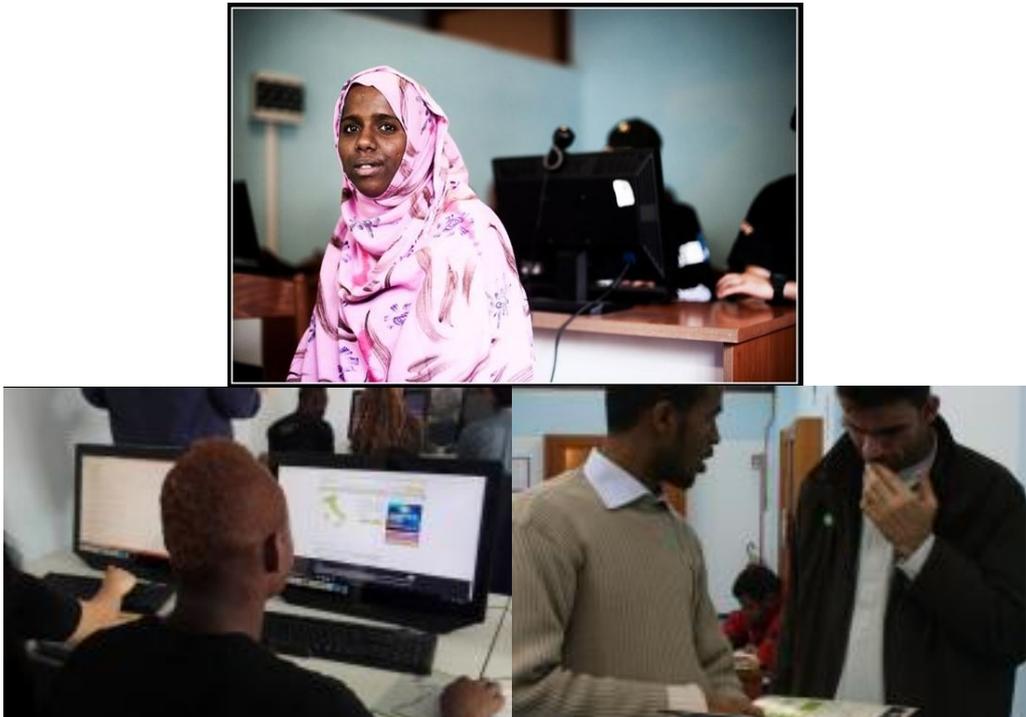
<b>Title, location</b>	<b>Vocabolario Multilingue Digitale – Doppio Codice – Fondazione Mondo Digitale</b>
<b>Kind of Best practice</b>	<ul style="list-style-type: none"> <li>- Media literacy</li> <li>- Use of ICT for inclusion</li> </ul>
<b>Description</b>	<p>The Doppio Codice project was launched in 2006 to provide unaccompanied minors with assistance in the integration process, including those requesting political asylum in Italy.</p> <p>The Tam Tam Village association that provides the Caritas charity organization with a cultural mediation service contacted FMD, requesting the expansion of Italian language teaching capability for a group of unaccompanied minors of various nationalities, Afghan and Romanian, in particular.</p> <p>FMD, in collaboration with the City of Rome’s Department of Educational and Scholastic Policies, elected to use the digital infrastructure available at the Città Educativa for the pilot course required.</p> <p>FMD planned the content and the materials for the 14-week course, including the assessment criteria to be adopted at the start of the course, midway, and at the end. The resources adopted include the Vocabolario Multilingue Multimediale</p>

	produced by students from different schools and nationalities, a project that won the international Global Junior Challenge.
<b>Links</b>	<a href="https://digilander.libero.it/vocabulary/">https://digilander.libero.it/vocabulary/</a> <a href="https://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/inclusione-migranti/doppio-codice">https://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/inclusione-migranti/doppio-codice</a>

**Photos**



<b>Title, location</b>	<b>Centro Enea – Fondazione Mondo Digitale</b>
<b>Kind of Best practice</b>	<ul style="list-style-type: none"> <li>- Promoting digital skills</li> <li>- Training course</li> </ul>
<b>Description</b>	<p>On the territory of Rome The Foundation has carried out the Centro Enea project, an important experimental project born in 2007 and carried out by the Municipality of Rome in synergy with the Ministry of the Interior. An experimental second reception facility for asylum seekers, refugees and humanitarian protection holders was thus created with 400 places available, in which, in addition to housing, canteen and worship hall, there were also spaces dedicated to study, training activities and socialization, including computer rooms.<sup>184</sup> The Aeneas project has allowed the creation of a laboratory - Internet Café within the Centre<sup>185</sup>, through which refugees had the possibility not only to connect to the Internet, but also to attend various digital training courses and various training activities, multimedia language courses etc.<sup>186</sup> In the report Digital technology as an integration tool for refugees documenting the functioning and activities of the Enea Centre</p>

	<p>model, the authors report some data related to the period of the first two years of digital training activities in the centre (June 2008 - June 2010), during which the Foundation trained 323 refugees (94% of participants were men and 6% were women) and provided 75,406 guest accesses to the Internet Café. Also interesting are the data that provide an overview of the use of technologies and other forms of communication by the Centre's guests: The authors report that refugees were able to stay in contact with their countries of origin mainly thanks to new technologies, such as cell phone and cell phone calls (38 % of people), e-mail (31 %) and text messages (28 %), social relations with the country of origin were usually maintained once a month (35 % of cases), once a week (29 %) and in 12 % of cases once a day.</p>
<b>Links</b>	<p><a href="https://www.mondodigitale.org/sites/default/files/Scheda_Centro%20Enea.pdf">https://www.mondodigitale.org/sites/default/files/Scheda_Centro%20Enea.pdf</a></p> <p><a href="https://youtu.be/gse43qyNnf4">https://youtu.be/gse43qyNnf4</a></p> <p><a href="https://youtu.be/7n8BMtQalkM">https://youtu.be/7n8BMtQalkM</a></p>
<b>Photos</b>	



<b>Title, location</b>	<b>MedLIT – Media literacy for refugee, asylum seeking and migrant women</b>
<b>Kind of Best practice</b>	<ul style="list-style-type: none"> <li>- Media literacy</li> <li>- Gender-based inclusion</li> </ul>
<b>Description</b>	<p><b>Objectives:</b></p> <p>Developing innovative learning tools to increase media and digital competences of low – skilled/low qualified refugee, asylum seeking and migrant women.</p> <p>Improving media and digital literacy skills of low – skilled/low – qualified refugee, asylum seeking and migrant women encouraging them with effective awareness raising actions.</p> <p><b>Results:</b></p> <p>Enhanced media and digital literacy skills of at least 120 low – skilled/low – qualified refugee/asylum seeking and migrant women in the UK, Ireland, Italy, Greece, Austria and Malta.</p> <p>Developed online training tools and methodologies for refugee/migrants associations and other organizations and/or professionals useful to work with low – skilled/low – qualified refugee, asylum seeking and migrant women.</p> <p>Enhanced awareness about the actions of at least 250 professionals, local, regional, national and international level authorities, refugee/migrant associations, civil society, educational institutions and other relevant stakeholders in the partner countries and other EU countries.</p> <p><b>Activities:</b></p> <p>Development of methodological approach and framework for the building of media and digital literacy skills and competences tailored to the needs of low skilled/low – qualified refugee, asylum seeking and migrant women.</p> <p>Creation of an online training tool for the building of media and digital literacy skills of low – skilled/low – qualified refugee,</p>

asylum seeking and migrant women.  
 Development of a peer – to – peer awareness raising methodology and a short training for refugee, asylum seeking and migrant women involving them in an awareness raising/outreach campaign.

**Links** <https://cesie.org/project/medlit/>

**Photos**



**MedLIT**  
 Media Literacy for  
 Migrant Women




**NORWAY**

**EMPOWERMENT IN GENDER-BASED VIOLENCE PREVENTION.**

The first step in initiating Gender-Based Violence preventive and response measures through youth work, is the assessment of the existing indicators and risk-factors of Gender-Based Violence and the LGBTIQ+ rights issues within the community in terms of knowledge gaps among youth and youth workers to determine the appropriate preventive and response

measures. It is equally important to assess gaps in current programmes to identify why the existing initiatives fail to integrate gender diversity and LGBTIQ+ rights advocacy.

The second step is identifying the needed training-teaching-learning resources and the materials that should be developed to close the identified gender diversity and LGBTIQ+ rights advocacy knowledge gaps among youth and youth workers. Only the data from such a research can be used to understand the natures and seriousness of Gender-Based Violence and LGBTIQ+ rights issues, to guide selection of best preventive and response measures that reflect the needs and the desired changes of the community.

As each country youth education system is different, with unique social norms, cultures and beliefs, the third step is thus assessing youth-based organisations' readiness to integrate gender diversity and LGBTIQ+ rights advocacy in their educational programmes to engage with youth in determining Gender-Based Violence risk-factors and the protective-factors at community level before initiating any type of preventive and response measures addressing Gender-Based Violence and LGBTIQ+ rights issues through youth work.

Therefore, research aims to analyse how gender diversity and LGBTIQ+ rights advocacy can be integrated in youth work. In our context, this refers to any interventions that aims to raise awareness and create preventive and response measures to any acts perpetrated against a person will that are based on gender norms, gender relations, gender expressions, or sexual identities. Thus, goal is to gather the necessary information on gender diversity and LGBTIQ+ rights issue among youth workers and the existing knowledge gaps in empowering and designing inclusive learning opportunities for young people at the organisational level.

### **1. RESEARCH METHODOLOGY: OPEN-ENDED CONSULTATIONS**

An Open-Ended Consultation is described as a means to voice the priorities, concerns, opinions, perspectives, needs, gaps and ideas of the targeted groups before addressing a particular challenge or a problem which the target groups wish to approach to achieve the desired social changes. Further, Open-Ended Consultation analyses best practices in youth work towards gender diversity and LGBTIQ+ rights advocacy, by identifying the used approaches to better understand why the existing programmes fail to meet desired social changes.

Therefore, Open-Ended Consultations are group activities that differ from one discussion to the other based on the current thematic or topic and the targeted group profile or background. Thus, we consider this manual as a guide, rather than a hard set of rules. It is thus recommended to the facilitate discussions, but lead them.

### **2. THE STRUCTURE OF AN OPEN-ENDED CONSULTATION**

Our Open-Ended Consultations targeted 18+ years old who are youth workers. Thus, each partner

involved in projects had to characterise their target groups by age, sex, and gender to assess their gender diversity and LGBTIQ+ rights advocacy knowledge gaps and greatest resources needed in relation to GBV prevention.

Therefore, the structure introduced the necessity of adapting materials of an Open-Ended Consultation to the participants learning's needs while design training programmes, which further provided pointers on how to assess the targeted group learning needs and use the gathered data as a basis for designing, developing and planning inclusive response measures towards Gender-Based Violence and the LGBTIQ+ rights issues.

Key Issues:

1. What does the facilitator need to know from the participants?
2. How should consultations look like with workshop learning methods?
3. What needed resources to collect the inputs from the participants?

Further, the structure introduced the necessity of focusing the Open-Ended Consultation's activities towards certain learning objectives, beyond collecting and compressing inputs to be able to design training or teaching programmes, which meets participants expressed or identities existing gaps and learning needs.

Key Issues:

1. Setting clear goal and objectives.
2. Creating sheet for collecting participants inputs; and
3. Compressing inputs and producing a training manual to respond to express needs.

### 3. CHARACTERISTICS OF AN OPEN-ENDED CONSULTATION

For any training-learning-teaching process, the participants want a programme delivered when they are ready and want to contribute, and at the same time, enhance their knowledge, skills, attitudes, and competences. It is relevant that their prior experiences are recognised and taken into considerations.

#### 3.1. Characteristics of an interactive participation

Organiser should provide detailed programme and learning activities should allow inclusive group discussions among participants, answer the questions, and solve problems together. An interactive participation requires competitive activities that allow participants to test their knowledge and skills in the current subject and be able to assess existing gaps and learning needs.

#### 3.2. Characteristics of learning approaches and activities

The facilitator should take into consideration primary content such as: personal experience, or feedback, and provide enough information for the participants to accomplish stated objectives, by respecting the balance between active and experiential learning, and creating relevant materials to smoothly deliver the consultations.

### 3.3. Organising an Open-Ended Consultation

Organising an Open-Ended Consultation requires an understanding of key factors limiting the target group's participation in a certain process aiming to address the challenges of a particular social issue or problem that requires everyone's contribution to approach the affects it is having on the community.

## 4. FROM AN OPEN-ENDED CONSULTATION TO A TRAINING PROCESS

Training-learning-teaching process aims to improve participants knowledge, skills, attitudes, or competences, by directly responding to expressed needs by the respective target groups during Open-Ended Consultations. Thus, to design solutions that meet existing gaps and expressed needs, the data is translated and compressed into a manual drawing contents and topics of a training.

### 4.1. Method of assessing a training intervention's needs

The first step in determining the requirements of a training process is derived from the expression of such a need by respective target groups. In youth work, it often happens that a training-learning-teaching process is organised without first consulting the target groups in question about their learning needs, existing gaps and the contents or topics of their interests.

### 4.2. Importance of knowing a training intervention's needs

Whatever are the initiating and the determining factors concerning a training-learning-teaching process, they should respond directly to the learning needs expressed by the target groups about the key limiting factors to address the challenges and effects that a particular problem is having on the community.

### 4.3. Organising a participatory training intervention

To organise an inclusive and participatory training-learning-teaching process, which responds directly to the needs of the target group; it is important to clearly define and identify the needs and issues that the targeted group has or would like to resolve.

- ✓ Let us compare the training with a walk that someone has to take to reach a particular place. As long as the person does not know what place to aim for, they will not know in which direction to walk.
- ✓ The same applies to any training, as long as a training organiser does not know what the targeted group wants to achieve, the facilitator and participants will work without

reaching what they both want to reach.

This is the reason why we aim at conducting Open-Ended Consultations, where the participants are divided into small groups; each group, at current thematic is asked to explore their understanding of the questions of topic and determine ways in which they wish to participate, by expressing their needs and gaps.

## 5. CONDUCTING OPEN-ENDED CONSULTATIONS

Open-Ended Consultations are understood as problem-solving and problem identification workshops to voice the priorities, concerns, opinions, perspectives, needs, gaps, and ideas of youth workers on integrating gender diversity and LGBTIQ+ rights advocacy in youth work. A facilitator leads workshops with youth workers. Thus, Open-Ended Consultations participants are provided with the opportunities to express their views, concerns, thoughts, and solutions based on their strengths and potential problems toward integrating gender diversity and LGBTIQ+ rights in youth work.

### 5.1. SETTING THE GOAL

An Open-Ended Consultation needs to have a clear, well-defined goal of what it wants or aims to accomplish.

- ✓ Strengthening the capacity of youth-based organisations to integrate gender diversity and LGBTIQ+ rights advocacy in training or educational programmes for young people.

### 5.2. SETTING THE OBJECTIVES

An Open-Ended Consultation's objectives are defined learning outcomes of the knowledge, skills and attitudes participants need to acquire to achieve set goal.

E.g.: at the of the Open-Ended Consultations, participants:

1. expressed the lacking knowledge, skills, attitudes, or competences to integrate gender diversity and LGBTIQ+ rights advocacy in youth work.
2. can illustrate existing challenges that limit their effort toward gender diversity and LGBTIQ+ rights advocacy while working with youth.
3. expressed desired professional competences, which they would like to develop to transfer gender diversity and LGBTIQ+ rights advocacy skills.
4. can illustrate the gap between what they know and need to know to integrate gender diversity and LGBTIQ+ rights advocacy in youth work.
5. expressed the goal, objectives and learning activities of a training programme that would meet their learning needs to effectively apply gender diversity and LGBTIQ+ rights



advocacy in youth work.

6. have presented the types of resources, and materials that should be developed and produced to help them integrate gender diversity and LGBTIQ+ rights advocacy in youth work.

### 5.3. FACTORS TO CONSIDER

1. Prepare the facilitators according to their comprehension of Gender-Based Violence prevention.
2. Recruit participants with a good understanding about gender diversity and LGBTIQ+ rights advocacy in youth education.
3. Select a venue that allows easy speaking, listening, and writing for all.
4. Select suitable energisers for breaks or introduction sessions: a quick game or exercise that energizes the group.
5. Highlighting that there are no right or wrong answers, their thoughts are their own; you are not there to question them, each contribution is thus valuable.

### 5.4. CREATING THE PROGRAMME AND AGENDA

What are the key content pieces that we want to convey under each objective: what should be included to achieve the goal of Open-Ended Consultations?

e.g.:

WORKSHOP TOPIC	AIMS	LEARNING ACTIVITY	MATERIALS
Integrating gender diversity & LGBTIQ+ rights advocacy in youth work.  Time: 1,5 h 09:30 – 11:00	Understand the existing limiting factors towards gender diversity and LGBTIQ+ rights advocacy while working with youth.	Reflecting on experience workshop on integrating gender diversity and LGBTIQ+ rights advocacy in youth work.	Print materials for group work, flip chart, working sheets, notebooks, pen, markers, etc.

## 6. CONDUCTING OPEN-ENDED CONSULTATIONS

ACTIVITY-1	INFORMATIVE AND AROUSING PRESENTION.
Purpose	A good start of your consultation is very important. It is therefore recommended to take your time to introduce the programme and make sure



	<p>that everyone is on the same page and knows the goal of the consultation. It is further essential to create a nice atmosphere for learning where everyone feels respected and valued. It is equally important to emphasise that you are not there to validate your knowledge, but to support them to analyse the strengths and the areas for improvement of their youth work.</p>
<p><b>Audience</b></p>	<p>A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.</p>
	<p>TASK-1. Getting acquainted and expectations:</p> <ol style="list-style-type: none"> <li>1. Introduce yourself and welcome participants to the Open-Ended Consultation.</li> <li>2. Go over any logistics about timing, breaks, etc.</li> <li>3. Talk briefly about the goal of the Open-Ended Consultation and what participants can expect from attending the consultation.</li> <li>4. Ask if any person in the group has questions about the goals, and then present the expected impact.</li> </ol> <p>TASK-2.: Making ground rules</p> <ol style="list-style-type: none"> <li>1. Write down “Ground rules” on a flipchart and invite participants to add any other conditions which are needed to feel safe and confident to openly discuss about the sensitive topics, to realise full participation during consultations sessions. Basic ground rules should include:             <ol style="list-style-type: none"> <li>a) confidentiality: in case of sharing sensitive or personal stories; it is encouraged to not disclose who said what, outside this training room.</li> <li>b) Communication: listen to each other and give each other enough time to respond or speak up.</li> <li>c) Cultural diversity: respect differences in opinions, be in time, cell phones in silent mode, and help your group.</li> <li>d) Gender diversity: respect and value how each person identifies with regards to their gender expressions and sexual orientation.</li> </ol> </li> <li>2. Hang the flipchart with the Ground Rules at a wall in a way that it is visible for all participants during the Open-Ended Consultation.</li> <li>3. If anything happens during the consultation, which is not in line with the Ground Rules, please refer to them.</li> </ol>

<b>Instructions</b>	<p>4. If anything happens which should be a Ground Rule but is not yet defined as such, agree with participants to add a new Ground Rule, to avoid repeating problems or conflict.</p> <p>5. In addition to Ground Rules, each group might need to appoint, per session or for whole the training:</p> <ul style="list-style-type: none"> <li>a) note taker.</li> <li>b) a timekeeper; and</li> <li>c) person(s) responsible for presentation when applicable.</li> </ul>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>• Flipchart paper, sticky notes, markers, and a tape.</li> <li>• A wall with enough space to attach several sheets of flipchart.</li> </ul>
<b>Require time</b>	<p><b>60 minutes:</b> as a facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• 30 minutes on introducing yourself, presenting the agenda, and giving instructions on how the consultation is delivered.</li> <li>• 30 minutes on explaining the ground rules and inviting feedback from the participants.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• to feel safe and confident to openly discuss about the sensitive issues, feelings, or topics.</li> <li>• to be aware of differences in individual participants' conditions needed for creating a safe environment and to share and agree on common conditions as ground rules.</li> <li>• to feel encouraged to fully participate, give input and get ownership about what they want to learn.</li> <li>• to experience and learn a method on how they themselves can create a safe environment in their youth work.</li> </ul>
<b>ACTIVITY-2</b>	<b>HUMAN BILLBOARD ON THE LINE OF EXPERIENCE.</b>
<b>Purpose</b>	This activity helps participants to get to know one other and to further build team spirit among the participants by exploring their characteristics and experiences, which create the basis for a safe and interactive learning environment.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in nonformal



	learning settings.
Instructions	<p>TASK-1. Human billboard:</p> <ol style="list-style-type: none"> <li>1. Give one flip chart sheet to each person in the room along with coloured markers. Give everyone 10 minutes to use the flip chart and the markers. Ask them to use words, symbols, or pictures to describe themselves.</li> <li>2. Once the 10 minutes are over, instruct each person to cut an X at the top of the flip chart so that she or he can put her or his head through it and wear the flip chart like a human billboard; draping in front of them.</li> <li>3. Give the group 20 minutes to walk around the room, chat and explain to each other what their human billboard says about them.</li> <li>4. Once you see that everyone got a chance to tell the story behind their human billboard, ask the group to go back in their seats. At this point, you will not need a debrief as this could go out the participants' comfort zone.</li> </ol> <p>TASK-2. The line of experience:</p> <ol style="list-style-type: none"> <li>1. Attach several flipchart sheets, side by side, to form a line on a blank wall. Draw a long-arrowed line across the sheets and mark divisions of 5, 10, 15, 20 and 25 years. Label, the "Line of Experience."</li> <li>2. Distribute large sticky notes to each participant and ask them to divide their sticky notes into four spaces, demonstrate how.</li> <li>3. Ask participants to mark the spaces with letters: <b>A</b>, <b>B</b>, <b>C</b>, and <b>D</b>. Then ask them to write on each of the corresponding space: <ul style="list-style-type: none"> <li>• <b>A:</b> Names and Identify as X. (X is how they would like to be identified as based on their preferred gender identities/expressions).</li> <li>• <b>B:</b> Occupation and an organisation, or schools. they belong to.</li> <li>• <b>C:</b> One special joy in their life they wish to share with others.</li> <li>• <b>D:</b> One of their most satisfying moments as a youth activist, youth educator, trainer, rights defender, or a practitioner, which they wish to share with the group.</li> </ul> </li> <li>4. When participants have finished writing this information on their sticky notes, start by sharing your note, to set an example. Place it on the section of the line that corresponds to your years of experience and then,</li> </ol>

	<p>explain your choices briefly. 2 minutes.</p> <ol style="list-style-type: none"> <li>5. Have participants come to the wall one by one (order could be set in different ways, e.g. by throwing a ball), in order to share their information and placing their sticky notes on the line of experience. Each participant should take 2 minutes.</li> <li>6. In the meantime, have another trainer, or a participant add all the individual years of experience into a collective total for the group.</li> <li>7. After each participant has shared his or her or their sticky note, share the number of years of collective experience in the room. Reflect on the importance of learning from each other, taking into consideration the different experiences and perspectives of the participants on the training course.</li> </ol>
<p><b>Debriefing</b></p>	<ul style="list-style-type: none"> <li>• This is a means to bring together the result of the session based on the outcomes of this activity. Invite questions, feedback from participants on what they discussed about on:             <ul style="list-style-type: none"> <li>○ special joy in their life they shared with the rest of the group.</li> <li>○ their most satisfying moments as a practitioner which they shared with the group.</li> </ul> </li> <li>• This can allow the participants to talk more about what they work with and try to understand more what each is doing in their community, and further share and exchange best practices and existing challenges in their work, by opening discussion.</li> </ul>
<p><b>Logistics</b></p>	<ul style="list-style-type: none"> <li>• Flipchart paper, sticky notes, markers, and a tape;</li> <li>• A wall with enough space to attach several sheets of flipchart.</li> </ul>
<p><b>Require time</b></p>	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• 20 minutes for the participants to make their human billboards;</li> <li>• 20 minutes for the participants to walk around, chat and explain to each other what their human billboard says about them;</li> <li>• 10 minutes on giving instructions and waiting for participants to fill in their sticky notes;</li> <li>• 25 minutes for each participant to share what they written, and</li> <li>• 15 minutes on the debriefing at the end of the activity.</li> </ul>

<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Timekeeping is important, as introductions can very easily go beyond</li> </ul>
<b>ACTIVITY-3</b>	<b>REFLECTING ON EXPERIENCE WORKSHOP.</b>
<b>Purpose</b>	<p>used to capture the motivation, imagination, and energy of a workshop audience, encouraging them to look on their professional behaviour in a way that prepares them for new learning. It is often used at the beginning of a workshop or at a transition from one topic to another.</p>
<b>Audience</b>	<p>A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.</p>
<b>Instructions</b>	<p>TASK-1:</p> <ol style="list-style-type: none"> <li>1. issue blank 3X5 cards to each participant. Then, ask each to think and write down a sentence to describe gender diversity and LGBTIQ+ rights.</li> <li>2. divide the participants into small groups and ask each participant to share the reasons to why they chose that sentence with the group. <ul style="list-style-type: none"> <li>✓ the aim here is to provide members of each small group with opportunities to explore their thoughts, attitudes, experiences on gender diversity and LGBTIQ+ rights advocacy in their work to spark spontaneous conversations and feedback.</li> </ul> </li> </ol> <p>TASK-2:</p> <ol style="list-style-type: none"> <li>1. After each group has finished discussing their sentences, ask each group to select 3 sentences that reflect the whole group.</li> <li>2. And then, handout follow up questions and ask them to explore these questions in the smaller groups: <ol style="list-style-type: none"> <li>a) What are your learning needs in terms of knowledge, skills, attitudes, competences needed to integrate gender diversity and LGBTIQ+ rights advocacy in youth work?</li> <li>b) What are the existing challenges to gender diversity and LGBTIQ+ rights advocacy while working with youth?</li> <li>c) What are the desired competences that you would like to develop to transfer gender diversity and LGBTIQ+ rights advocacy young learners?</li> </ol> </li> </ol>
<b>Debrief</b>	<ul style="list-style-type: none"> <li>• Start the debriefing by asking for a volunteer from each group to share</li> </ul>

	<p>three points that highlight their discussions. Keep in mind that the next workshop is built based on the outputs from this activity.</p> <ul style="list-style-type: none"> <li>• Therefore, in the debriefing, invite questions and feedback about each group’s presentation.</li> </ul>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>• Flipchart paper, large sticky notes, markers, and a tape.</li> <li>• A wall with enough space to attach several sheets of flipchart paper for each group.</li> </ul>
<b>Require time</b>	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• 15 minutes on giving instructions.</li> <li>• 45 minutes for group discussion and to have written the outcomes.</li> <li>• 30 minutes on the debriefing at the end of the activity.</li> </ul>
<b>ACTIVITY-4</b>	<b>EXPERIMENTING &amp; PRACTICING WORKSHOP</b>
<b>Purpose</b>	used to encourage participants to use knowledge in a practical way, providing them with the opportunities to practice and involve in new behaviours and skills in safe environment in which to try out new things before putting them into practice in the real world.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.
<b>Instructions</b>	<p>TASK-1:</p> <ol style="list-style-type: none"> <li>1. Ask participants to go to their small groups and then issue a blank flip chat to each group.</li> <li>2. Ask each group to think, by describing a learning activity that they use on gender diversity &amp; LGBTIQ+ rights advocacy in their youth work. <ul style="list-style-type: none"> <li>✓ the aim is to provide groups’ members with the opportunities to explore their thoughts, attitudes, or experiences on gender diversity &amp; LGBTIQ+ rights advocacy through training to spark spontaneous conversations and feedback.</li> </ul> </li> </ol>



	<p>TASK-2:</p> <ol style="list-style-type: none"> <li>1. After each group has finished discussing what they wrote down, ask each group to discuss what was the applied learning approach.</li> <li>2. Further, ask them to discuss what was the link between the learning approach and learning activity, were the learning outcomes reached.</li> <li>3. And then, handout follow up questions and ask them to explore these questions in the smaller groups:             <ol style="list-style-type: none"> <li>a) What are appropriate learning activities that you would like to be involved in, to develop your knowledge, skills, attitudes, or competences to effectively integrate gender diversity and LGBTIQ+ rights advocacy in youth work?</li> <li>b) What are the appropriate learning activities that you would like to be involved in, to develop your knowledge, skills, attitudes, or competences to effectively transfer gender diversity and LGBTIQ+ rights advocacy to young learners?</li> </ol> </li> </ol>
<p><b>Debrief</b></p>	<ul style="list-style-type: none"> <li>• Start the debriefing by asking for a volunteer from each group to share three points that highlight their discussions. For interactive learning, in debriefing, invite questions and feedback about each group’s presentation.</li> </ul>
<p><b>Logistics</b></p>	<ul style="list-style-type: none"> <li>• Flipchart paper, large sticky notes, markers, and a tape</li> <li>• A wall with enough space to attach several sheets of flipchart paper for each group.</li> </ul>
<p><b>Required time</b></p>	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• 15 minutes on giving instructions.</li> <li>• 45 minutes for group work on the provided handouts and to have written their stories.</li> <li>• 30 minutes on the debriefing at the end of the activity.</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>• Timekeeping is important.</li> <li>• Discussions can very easily go beyond 45 minutes per group.</li> </ul>
<p><b>ACTIVITY-5</b></p>	<p><b>PLANNING FOR APPLICATION WORKSHOP</b></p>

<b>Purpose</b>	used to provide a stimulus for implementing and utilising new learning outside the workshop context. Planning activities prepare participants for and increase the likelihood of transfer of learning. These activities are often used at the conclusion of a workshop or when the focus of the workshop is about to shift from one topic to another.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.
<b>Instructions</b>	<p>TASK-1:</p> <ol style="list-style-type: none"> <li>1. Ask participants to go to their small groups and then issue a blank flip chat to each group.</li> <li>2. Ask them to describe the training resources, tools, or materials, they use for gender diversity &amp; LGBTIQ+ rights advocacy in youth work. <ul style="list-style-type: none"> <li>✓ the aim is to provide groups’ members with the opportunities to explore their thoughts, attitudes, or experiences on gender diversity &amp; LGBTIQ+ rights advocacy through training to spark spontaneous conversations and feedback.</li> </ul> </li> </ol> <p>TASK-2:</p> <ol style="list-style-type: none"> <li>1. After each group has finished discussing what they wrote down, ask each group to discussion what the effectiveness of existing resources.</li> <li>2. Further, ask them to discuss what was the link between the learning outcomes and impact made or reached at the community level.</li> <li>3. And then, handout follow up questions and ask them to explore these questions in the smaller groups: <ol style="list-style-type: none"> <li>a) What kind of resources or materials that should be developed and produced in order to help you integrate gender diversity and LGBTIQ+ rights advocacy in youth work?</li> <li>b) What kind of resources or materials that should be developed and produced to help you better transfer gender diversity and LGBTIQ+ rights advocacy to young learners?</li> </ol> </li> </ol>
<b>Debrief</b>	<ul style="list-style-type: none"> <li>• Start the debriefing by asking for a volunteer from each group to share three points that highlight their discussions. For interactive learning, in debriefing, invite questions and feedback about each group’s presentation.</li> </ul>



	<ul style="list-style-type: none"> <li>• After this part is done, please collect the data by using the data collect sheet.</li> </ul>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>• Flipchart paper, large sticky notes, markers, and a tape.</li> <li>• A wall with enough space to attach several sheets of flipchart paper for each group.</li> </ul>
<b>Required time</b>	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• 15 minutes on giving instructions.</li> <li>• 45 minutes for group work on the provided handouts and to have written the outcomes.</li> <li>• 30 minutes on the debriefing at the end of the activity.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Timekeeping is important.</li> <li>• Discussions can very easily go beyond 45 minutes per group.</li> </ul>

## PORTUGAL

<b>Title, location</b>	<b>Project to Promote Immigrant Entrepreneurship (PEI); Alto Comissariados das Migrações</b>
<b>Kind of Best practice</b>	PEI recipients are immigrant citizens who intend to structure a business idea, being the goal its implementation.
<b>Description</b>	This project has as main objectives the following topics: Develop an entrepreneurial attitude towards life, promoting self-esteem and self-confidence; Develop personal, social and business management skills fundamental to the creation of a business; Promote business creation in a sustainable manner; Facilitate the connection between potential entrepreneurs and the entrepreneurship support programs that already exist and are carried out by different entities; Promote the formalization of existing businesses in the informal economy. It also has as main activities and as support provided: a course "support for business creation", which at the end can be issued two documents: certificate and a letter of recommendation. Consultancy for participants and also thematic workshops.

<b>Links</b>	<a href="https://www.acm.gov.pt/pt/-/programa-de-empreendedorismo-imigrante-pe-1">https://www.acm.gov.pt/pt/-/programa-de-empreendedorismo-imigrante-pe-1</a> <a href="https://www.facebook.com/empreendedorismoimigrante/">https://www.facebook.com/empreendedorismoimigrante/</a>
<b>Photos</b>	

<b>Title, location</b>	<p>“Alfândega_Valoriza- E7G”;                  Alfândega da Fé</p>
<b>Kind of Best practice</b>	<p>Community intervention project and local proximity.</p>
<b>Description</b>	<p>It is a project of community intervention and local proximity, contextualized in a low-density territory which is reflected in a permanent decrease in the school population, an increase in the aged population, poor mobility which translates into the difficulty of access to goods and services, fragile economic fabric, resulting in low family income and precarious employment. A territory with these characteristics has a negative impact on the life path of children and young people, namely on access to an academic and / or professional path. Children and young people from more vulnerable backgrounds, particularly descendants of migrants and gypsies, are doubly penalized. These are the direct participants in the project because they have a high rate of failure and school absenteeism; the lowest levels of education and qualification; not valuing health care; ignorance of access to social rights; nomadism; difficulty in accessing higher education as well as professional qualification; difficulty in accessing the labour market; manifesting this group often deviant behaviours. In view of this reality, it is imperative to create measures so that these</p>

problems can be mitigated on a large scale and that opportunities be created, both at an educational, professional and social level. To this extent, the project is oriented to meet the needs of these communities, through the implementation of activities that will meet the student's motivation to pursue studies, greater involvement of parents / guardians in the school path, information / referral for all education, social, health and professional services, preparation and construction of individual life projects, participation in political and civic actions and individual monitoring sessions.

**Links** [https://www.facebook.com/Alfandega\\_Valoriza-E7G386158628678587/](https://www.facebook.com/Alfandega_Valoriza-E7G386158628678587/)



<b>Title, location</b>	“Lx-034 Tutores de Bairro”; Seixal
<b>Kind of Best practice</b>	Social integration and well-being
<b>Description</b>	Streamlined since 2001 and reformulated since then, it is financed by the Escolhas Program and, at present, it constitutes the oldest project under development, within the scope of this program, in the territory of Seixal.  The Quinta da Princesa neighborhood has 40 percent of immigrants, mostly Cape Verdeans. This community faces some socioeconomic problems at different levels, such as unemployment, precarious work, low levels of education, poor economic capacity of households, single parents, problems associated with drug trafficking and consumption,

	<p>school dropout, among others.</p> <p>The work carried out with the community, with special attention to children, youth and families, aims to improve social integration and well-being in several areas, such as health, school, work, etc.</p> <p>The tutor is integrated into the school and community context, and works as an active and preventive agent, a positive reference model, and he is privileged among the family-school-community triangle. The role of tutor is played by young people from the neighbourhood itself.</p>
<b>Links</b>	<p><a href="https://www.jf-amora.pt/noticias-as/3031-workshop-sobre bandeiras-africanas">https://www.jf-amora.pt/noticias-as/3031-workshop-sobre bandeiras-africanas</a></p> <p><a href="https://www.publico.pt/2011/03/08/jornal/projecto-tutores-de-bairro-foi-lancado-ha--dez-anos-e-tem-resultados-positivos-no-seixal-21503625">https://www.publico.pt/2011/03/08/jornal/projecto-tutores-de-bairro-foi-lancado-ha--dez-anos-e-tem-resultados-positivos-no-seixal-21503625</a></p> <p><a href="http://www.cm-seixal.pt/tutores-de-bairro/2013/tutores-de-bairro">http://www.cm-seixal.pt/tutores-de-bairro/2013/tutores-de-bairro</a> <a href="http://programaescolhas.pt/projetos-e7g">http://programaescolhas.pt/projetos-e7g</a></p>
<b>Photos</b>	

<b>Title, location</b>	<p>“Escolhe Vilar Nos Media”; Vila Nova de Gaia</p>
<b>Kind of Best practice</b>	<p>A project highlighted in the media across the country.</p>
<b>Description</b>	<p>"Escolhe Vilar" is the name of the new project that, since the beginning of the year, has been dedicated to helping 91 needy children and young people from Vila d'Este urbanization, in Vila.</p>

	<p>Nova de Gaia. Under the Escolhas program, nationwide, the project is the responsibility of the Condominium Association of that housing development, with about 17 thousand people, and aims to take the most disadvantaged off the street. The project aims, among other things, to increase the social and communicative capacities of young people, motivate children to school, develop skills and responsibilities, involving, in these objectives, their families. A choice in favour of citizenship, with its origins in the Escolhas Program, the Escolha Vilar Project aims to promote the social inclusion of children and young people in the urbanization of Vila d 'Este.</p>
<b>Links</b>	<p><a href="http://www.programaescolhas.pt/conteudos/noticias/ver-noticia/4b25fd3a6a8e2/escolhe-vilar-nos-media">http://www.programaescolhas.pt/conteudos/noticias/ver-noticia/4b25fd3a6a8e2/escolhe-vilar-nos-media</a></p> <p><a href="https://www.facebook.com/escolhe.vilar.vng/">https://www.facebook.com/escolhe.vilar.vng/</a></p>

**Photos**



<b>Title, location</b>	<p>Lx-032 "Semear o Futuro"; Campolide</p>
<b>Kind of Best practice</b>	<p>Information and Communication Technologies</p>
<b>Description</b>	<p>The Semear o Futuro E7G project, promoted by the Parish Council of Campolide and managed by the Associação Viver Campolide, aims to provide initial and certified training in the area of Information and Communication Technologies. The project aims, throughout the year, to continue the development of skills in the area of ICT. So far, 17 participants have obtained the Basic Skills Diploma. Participants were able to write text in Word, save and print.</p>

	It was also evaluated its ability to search the Web, as well as the use of electronic mail.
<b>Links</b>	<a href="https://jf-campolide.pt/comunicacao/noticias/18-campolide/areas-de-intervencao/servicos/accao-social/1676-semear-o-futuro-e7g-aposta-nas-tecnologias-de-informacao">https://jf-campolide.pt/comunicacao/noticias/18-campolide/areas-de-intervencao/servicos/accao-social/1676-semear-o-futuro-e7g-aposta-nas-tecnologias-de-informacao</a>
<b>Photos</b>	