Together We Can
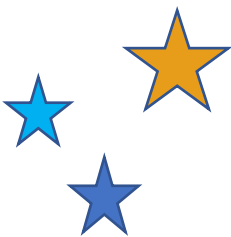
Best Practices Benchmark Statement for Migrant Women Inclusion in Education, Employment, and Training in Rural Areas

WP2: The "Together We Can" Methodology

Author:

- Dora Heracleous (SYNTHESIS Center for Research and Education)

Contributors:

- Tino Boubaris, Anke Egblomassé (VNB)
- Valeria Lavano, Rocco Dolce, Nicola Vita (EXEO LAB)
- Diana Borges (RightChallenge)
- Alperen Bayram, Denitsa Ivanova (VAEV)

Content

How can I use this document?

This document is a Best Practices Benchmark Statement for Migrant Women Inclusion Strategies in Education, Employment, and Training in Rural Areas -an educational resource that foregrounds migrant women's integration in rural areas where they live.

The purpose is to map out existing best practices, through a comparison of performance data obtained via evidence-based critical appraisal of integration-based national, regional, and local initiatives for the integration in formal, informal, and non-formal learning in partners' countries and other EU countries. This best practice benchmarking allows to comparison of these activities for the identification of the criteria that connote best practices to pinpoint the criteria and characteristics that will render **The *Together We Can* Learning and Training Scheme** (WP3) a successful and useful training programme.

Benchmarking in education is important, as it can improve administrative processes and inform instructional models in different formal, informal and non-formal learning institutions. This is possible through examining processes and models at other institutions and adapting their techniques and approaches.

It is important to stress that the statements in this document are indicative and will need to be revisited frequently considering developments in adult education for migrant inclusion across Europe.

This Statement is intended to support you if you are:

- involved in the design, delivery, and review of projects/training programs/activities/instruction in (adult) education that foregrounds migrant women's integration in education, training, and employment in rural areas.
- a stakeholder, to find out about the knowledge and skills generally expected that a learner is anticipated to gain through involvement in continuous education for migrant inclusion.

Best Practices Benchmark Statements are considered the most powerful type of benchmarking (Jetmarová, 2011). The focus is on "Action" – i.e., doing something with the comparison data and working out why other organisations are achieving higher levels of performance (Mann et al., 2010). This continual, systematic process, aids in evaluating the work practices of organisations, which are recognised as representing best practices, for the purposes of organisational improvement"[1]. It is a process to establish the ground for creative breakthroughs and does not serve as a prescribed set approach to teaching, learning or assessment.

The purpose of an educational benchmark statement for migrant inclusion is to set clear and measurable goals for ensuring the successful integration and progress of migrant learners within the adult education system (formal, informal, or non-formal). These benchmark statements are developed to establish a framework that helps educational institutions and policymakers address the specific needs and challenges faced by migrant learners, promoting a more inclusive and supportive learning environment.

Here are some key purposes of educational benchmark statements for migrant inclusion:

Establishing Guidelines: Benchmark statements provide guidelines and standards for educators and trainers to follow in their efforts to support and integrate migrant learners effectively. They outline essential areas such as language acquisition, cultural sensitivity, social integration, and academic support, helping educators and trainers understand the best practices for facilitating migrant learners' successful educational journey.

Improving Educational Outcomes: By setting clear expectations and targets, benchmark statements aim to improve the educational outcomes of migrant learners. They help educators and trainers identify and address potential

---

[1] M. Spendolini (1992). The Benchmarking Book.

gaps in learning, ensuring that migrant learners receive appropriate support and resources to thrive academically and socially.

Promoting Equity and Inclusivity: Educational benchmark statements for migrant inclusion emphasize the importance of creating an inclusive learning environment where all learners, regardless of their background, feel welcomed and valued. By promoting cultural awareness and diversity, these statements seek to break down barriers and foster a sense of belonging for migrant learners within the community in which they live.

Enhancing Policy and Resource Allocation: Benchmark statements provide valuable data and insights that can inform the development of education policies and allocation of resources. They highlight areas of improvement and allow policymakers to make informed decisions to better support migrant learners in their educational journey.

Facilitating Collaboration and Communication: Benchmark statements encourage collaboration among educators, trainers, institutions, community organizations, NGOs, and policymakers. By sharing a common framework and language, stakeholders can work together more effectively to design interventions and programmes that address the specific needs of migrant learners.

About the Statement

This Best Practices Benchmark Statement is part of Erasmus+ project, titled "Together We Can: Empowering migrant women in rural areas to actively participate in education, employment, or training." It refers to projects and initiatives where training for migrant inclusion in host communities is adopted, at a national, regional, and local level for the integration of migrant women who live in rural areas, across the implementing partner countries (Germany, Italy, Cyprus, Portugal, and Austria) and beyond. It has been produced by the Consortium partners (VNB, SYNTHESIS, VAEV, EXEO LAB, Right Challenge), representing relevant expertise in the subject matter.

Best practices are characterised by "being innovative, developing creative solutions; showing a positive impact on the level of implementation of migrants' rights; having a sustainable effect, especially by involving migrants themselves; and having the potential for replication" (IOM, 2004). Table 1 shows the adopted four phases of benchmarking - planning, data collection, analysis, and adaptation.

Table 1. Benchmarking phases and steps

Phases	Steps
Planning	the subject of benchmarking defining, depth of benchmarking defining, objectives defining
Data Collection	internal data collection, external data collection, finding a benchmarking partner, contact partner to ensure their consent and cooperation, gathering detailed data from benchmarking partner, aggregate data about the partner from other sources
Analysis	converting data to information, sorting, organising, and monitoring the information and data, removal of irregular factors (if any), detection performance difference with proven best practices, discretion of the causes of the results, identification of processes which can be improved, formulation of new goals, identification of plans for changes
Adaptation	plan creation, implementation of best practices, connecting new plan with current plan

Source: (Jetmarová, 2011)

The following selection methodologies and novel criteria were identified, and they are used to connote best practices, including:

a. Added value: The best practices should provide added value in the local, regional, and national context and they should ensure the improvement of existing conditions and the overcoming of challenges to integration.

b. Comprehensiveness: The best practices should be comprehensive; they should contribute to ensuring that the needs voiced by the participants/stakeholders are identified and met, that available resources are used appropriately, that participants/stakeholders are actively involved in the co-design and implementation of the projects/campaigns/programmes selected.

c. Effectiveness and feasibility: The best practices should be the most effective way to overcome a specific challenge and are adopted to have a positive impact on individuals and communities.

d. Gender and diversity issues: A description of the practice must show how gender and diversity issues are addressed and how all the actors involved in the process (partners and stakeholders) were able to improve their life.

e. Technical feasibility: The best practices should be easy to learn and implement.

f. Adaptability and scalability: The best practices should have the potential for replication and should therefore be adaptable to similar objectives in varying conditions and situations.

g. Level of evidence: Evidence of impact from multiple settings, several evaluations, meta-analysis, expert review, cost-efficiency analysis, and good practice criteria. Lessons learned integrated.

To monitor those criteria, SYNTHESIS, developed a monitoring tool to enable the partner organisations to document existing training programmes, EU-funded projects, campaigns, activities, guidelines, case studies, sustainable practices, and document current best practices. For this purpose, a tool for the collection

of best practices has been prepared (see Appendix 1) that includes a considerable number of elements to be considered when documenting a best practice.

Following a systematic approach, each partner identified at least 5 best practices in their respective countries. The main goal was to collect both institutionally led and bottom-up practices that promote the centrality of the intersections between migrant women's inclusion, rurality, and adult education. In other words, these best practices foreground rural migrant women's integration in education, training, and employment. Where it was not feasible to identify a best practice that refers to rural living and migrant women, the focus shifted to migrant women's integration in other areas, such as programmes in non-rural settings, etc. A total of 25 best practices were recorded and are listed in Appendix 2.

1. Introduction

1.1 This Best Practices Benchmark Statement for Migrant Women Inclusion Strategies in Education, Employment, and Training in Rural Areas reflects the richness and diversity of adult education initiatives that foreground migrant women's integration in rural areas.

1.2 The use of inclusion (for migrant women) as a research methodology, develops a range of transversal competencies and skills related to communication, collaboration, creativity, and critical thinking, as well as promotes inclusion and equity in any education and training setting. Engagement in diverse initiatives that foreground migrant women's integration is therefore a commitment to improving the quality of education for all learners, and this Statement acknowledges a responsibility towards reducing inequalities and promoting quality education, through equipping trainers, educators, and learners to work in a way that contributes to society, the economy, and the environment, for the present and the future.

1.3 In reflecting on the multiple and interdisciplinary initiatives and projects covered by this Best Practices Benchmark Statement for Migrant Women Inclusion Strategies in Education, Employment, and Training in Rural Areas, the review group has added an annexe with the specific information identified per project for anyone interested to better understand the specificities of each project.

1.4 In addition to describing the threshold (minimum) level and typical level of achievement related to the impact of a project that foregrounds migrant women's inclusion, this Statement also includes a brief description of an excellent standard of achievement (See Section 6).

1.5 The objective is to present a Best Practices Statement that gives formal, informal, and non-formal (adult) education providers the flexibility to place greater or lesser emphasis on specific aspects of migrant inclusion education. This Statement is deliberately presented in a way that allows interpretation context-wise and enables meaningful and impactful instructional design for teaching, learning and assessment.

1.6 Projects and initiatives in migrant inclusion education emphasize imagination, creativity and experiential learning and are designed to empower marginalised learners. The learner experience embraces a co-creative, inquiry-driven process, whereby they engage in training that promotes capacity building and critical self-awareness.

1.7 Considering the wide distribution of digital technologies in education and remote learning, migrant inclusion education is supported by digital and multimodal means of communication and engagement. Online collaborative and participatory learning are considered valuable components pursued in virtual learning environments and eLearning platforms.

1.8 In migrant inclusion education, learners work based on the principles of participation, problematization, empowerment, and reflexivity to produce the knowledge base and skill set that will enable their active

participation in education, training, and employment in rural localities -a setting that is less privileged than its urban counterpart.

1.9   Rural localities often grapple with a distinct set of difficulties that stem from their geographical isolation and limited access to resources. One of the primary challenges is the lack of adequate infrastructure and basic services, including healthcare facilities, education, and transportation networks. This dearth can lead to disparities in quality of life and limited opportunities for residents, particularly in terms of employment and education. Additionally, rural areas frequently face economic struggles, with limited job prospects and lower wages compared to urban counterparts.

These economic disparities can result in population outmigration and hinder the overall development of these communities. Moreover, rural areas may encounter difficulties in attracting investments and businesses, which can perpetuate the cycle of underdevelopment. Addressing these multifaceted challenges in rural localities requires a comprehensive and context-specific approach that considers the unique needs and circumstances of these communities. Offering tailored training programs for less privileged populations, such as migrant women, constitutes an important step towards inclusion and integration.

1.10   The growth of education and training initiatives and programs for the integration of migrant women, reflects the increasing demand to respond to quality education, inclusive learning and reducing inequalities. It is imperative to consider educational research and practice that are informed by the growing awareness to promote social change and equity in and through adult education.

2. Defining principles

2.1   Based on the best practices data analysis provided, we concluded that the best possible methodology to guide the development of the training

program is Participatory Action Research (PAR). PAR is a thread of action research with a central tenet being its participatory nature to include all stakeholders in all aspects of the research (in our case, training) process. This participatory nature of PAR embodies a democratic and emancipatory approach to educational research and training; participants work collaboratively employing the strategy of co-creation and co-generation of knowledge in response to a specific issue or challenge, through articulating emerging problems and issues of concern and identifying processes to find solutions.

2.2   An educational project which utilizes a PAR methodology, refrains from a traditional positivist teaching paradigm, and opposes traditional hierarchies between the educator/trainer/researcher and those being researched, namely the learners, blurring the boundaries to enable co-creation from bottom up. PAR is employed through variant qualitative and quantitative methods and tools.

2.3   PAR-based educational initiatives focus on social change through democratic action and challenge inequality; they are context-specific, often targeted on the needs of a particular group (in our case, migrant women who live in rural areas); they are an iterative cycle of research, teaching, action and reflection; and frequently aim to 'liberate' participants, towards a greater awareness of their situation, so as to take action. Thus, PAR is considered a method of producing ways of knowing and skills that could facilitate the liberation of marginalized communities.

2.4   PAR within an educational institution acknowledges that teachers/trainers are in a position of power and privilege, and that society at large values knowledge as power; power is a core issue for PAR. Nevertheless, a PAR educational process calls for the teacher/trainer to distance from an 'expert' status and become a facilitator and co-designer, co-inquirer of learning and discovery. PAR therefore urges to shift from traditional knowledge hierarchies and examine the power inequities which exist between learner and teacher/trainer, and advocates for a holistic,

ecosystem approach to education; one where all stakeholders bring expertise and experience to the educational process.

2.5   Education and training initiatives that are based on PAR principles can assist adult education centers, training institutions, schools (e.g., second chance schools) and their constituents to promote change and thus become the epicentre of change. One purpose of PAR is the transformation of traditional structures and relationships; it can change both learners and teachers/trainers and change their perceptions of each other.

2.6   A PAR project is tasked with producing knowledge and action which is directly beneficial to a community and is empowering through its value of consciousness-raising. Whilst results from any research project are beneficial to relevant stakeholders, students, and teachers, by virtue of participation, a PAR project provides learning gains from both the actual research process itself, as it does from the research results.

2.7   A PAR project and/or training scheme is cyclical and not static nor linear in nature and emphasizes the educational process as much as the educational results. It is probable that both teachers'/trainers' and learners' capabilities, skills, and knowledge are developed during the educational process. PAR involves more than simply teaching and training content and assessing learners; it involves counselling and mentoring, discussion, feedback, collaboration, peer-to-peer learning, and networking, which are processes that all greatly enhance the learning process.

In summary, PAR encourages a simultaneous focus on four basic themes: collaboration through participation; development of knowledge; social change; and empowerment of participants.

3. Nature and extent of migrant inclusion education that foregrounds migrant women's integration

3.1 Migrant inclusion education enables learners to develop socio-cultural knowledge, investigational and evaluative skills, conceptual awareness, and action skills, which foster sociocultural consciousness and attitudes, and allows for their better integration into education, employment, and training services and opportunities.

3.2 Migrant inclusion education that is based on PAR principles (as defined in Section 2) is an approach that embraces a holistic and inherently flexible instructional design to teaching and learning, capitalizing on methods, such as counselling and mentoring, peer-to-peer learning, and crowdsourcing, but also utilizing more traditional settings, such as modular, interactive classroom learning and teaching. Ultimately, it is an approach that acknowledges learners' voices and allows them to be co-designers of their learning experiences.

3.3 Migrant inclusion education that is based on PAR principles incorporates interdisciplinary and transdisciplinary interactions, emphasizing on performative, embodied and experiential, hands-on learning and cultural participation, critical inquiry, and innovative creative practice.

3.4 In the training program that is to be designed, the constituent best practices emphasize on the use of visual literacy and novel storytelling practices, to articulate concepts (and new knowledge on various employment or training sectors) and propose solutions to challenges.

3.5 A training program's culture that stems from PAR-based principles, is characterized by participation, collaboration, and non-hierarchical relationships, aiming at a growth mindset, and encouraging discovery through participatory and flexible teaching and learning.

3.6 Migrant inclusion education that is based on PAR principles that facilitates integration of migrant women who live in rural areas, shares certain common elements: collaboration with variant stakeholders, multilingual communication, community engagement, increased communication

and collaboration with extended networks, multimodal communication and meaning making, and peer mentoring.

4. Knowledge, understanding, and skills

4.1   The principal aim of our educational approach is to facilitate a dialogical process of enquiry which enacts rich boundary crossing experiences, where migrant women as learners can experience a combination of training, career counselling, and community assistance, through participatory methodologies. The women are expected to develop self-consciousness and ambition to accomplish more. They are expected to develop self-confidence and the power to try new things.

4.2   The emphasis is on promoting socio-cultural awareness and intercultural competencies; expanding educational opportunities and enhancing employability opportunities; increasing economic empowerment by gaining skills and competences; improving self-confidence to ease learners' access to services; enhancing social connectivity in the community and personal development. These are all considered to be provisions for a better future, where learners will address societal challenges.

Our approach should encourage the involvement and active participation of all stakeholders involved and especially learners, to bring about social change in their immediate and broader community settings. New knowledge and reflections gained, include practical knowledge, but also shared critical knowledge, whereas community building is encouraged to counter social isolation. Migrant inclusion education that is based on PAR principles enables the development and building of transferable skills e.g., for education, employment, civic engagement.

4.3   Migrant women engaged in migrant inclusion education and training that is based on PAR principles, learn to appreciate the path and trajectories of everyone, and are sensitized, through their active participation, to their

rights and the rights of others. They gain in-depth understanding of power hierarchies and human and social capital and how these affect the circumstances in a society setting. This is especially relevant in the context of a rural community where hierarchies and fixed mindsets prevail.

4.4   Migrant women engaged in migrant inclusion education and training that is based on PAR principles are affected at the individual level where they are likely to experience greater economic stability because of better employment prospects, better social integration because of their participation in education and the workforce, as well as an increase in self-confidence and empowerment. At the societal level, the training scheme may serve to dispel and alter preconceived notions about migrant women while fostering a more inclusive and varied workplace and community.

By lowering gender and racial/ethnic inequities in education and employment, it can help to create a more just society. By utilizing the underutilized abilities and qualifications of migrant women, the training scheme can fill labor market gaps and increase productivity on a macroeconomic level. It can also lower the social and financial costs of social isolation by offering support for integration.

4.5   Through active contribution to the development of the training content, learners feel represented and heard; this acts as a form of empowerment there can be an improvement in self-esteem with respect to language learning and an awareness of inter-comprehension strategies. Improvement is visible in their relationships with their peers and within their community settings. The educational process often leads to changes in their perceptions, and expectations, and improved intercultural understanding.

4.6   Migrant inclusion education that is based on PAR principles and that supports integration of migrant women who live in rural areas, facilitates 'co-generative learning', a form of interactive learning process, which assists participants in three ways:

a) through the creation of insight, understanding, and opportunities that the participants discover in their social world, and can thus enhance their possibilities to access education, training, and employment,

b) through their learning on how to learn more, and can thus support themselves and their peers in actively looking for opportunities to access education, employment, and training, and

c) through their learning on how to create new ways in which to act.

4.7 Migrant women exposed to this kind of learning and teaching opportunities, become successful co-generators of knowledge, become familiar with the use of personal and local resources for supporting themselves and raise communal awareness, and learn to network and create peer communities that constitute safe spaces for themselves and future women participants.

4.8 Trainers and educators who engage in a migrant inclusion project based on PAR principles, gain invaluable experience on dealing with intercultural issues and are informed about the challenging living conditions, rights, services, and mechanisms of migration in partner countries and in Europe, to take a rights-based approach in their instructional design practices.

4.9 A Framework to current best practices and threshold, typical and excellent standards, are set out in Section 6.

5. Teaching, learning, and assessment

5.1 Migrant inclusion education which is based on PAR principles that foregrounds migrant women's integration in education, training, and employment, is characterized by the diversity of available methods to engage teachers/trainers and learners in a participatory action process. Facilitators employ a wide range of approaches to teaching, training, learning and assessment, based on appropriate physical resources available and encourage authentic learning experiences.

The following phases occur:

- Preparation phase: selection of participants and group leaders, introduction, and familiarization to the topic in mind. Development of a strategic plan of action with flexibility to adjust on the go.

- Implementation phase: delivery of training, data collection and analysis, followed by interpretation and discussion of findings, proposition of solutions to challenges/problems. Common approaches include:

  a) Incremental and iterative progression through micro-steps: introduction of a few concepts at each step (modular approach to topics that participants wish to examine and dive into) and their repetition in the following steps.

  b) Freedom of choice and learning speed: the learner can decide to start at the course at any step and progress at their own pace.

  c) Focus on verbal communication rather than written communication.

  d) Importance of creative approaches in the learning process.

- Dissemination and follow up phase: evaluation and assessment of training program progress and increase of activities to maximize impact on beneficiaries, sustainability, and potential transfer to other contexts.

- Reporting phase: the coordinator team completes the project report and collects feedback from all stakeholders and participants/learners.

5.2 Classroom climate dimensions critical to implementation of migrant inclusion training that is based on PAR principles, include the

trainer's/educator's flexibility regarding classroom projects or structure, trainer's/educator's emphasis on learner perspectives, and the engagement of learners in the classroom activities.

5.3   Learning environments for migrant inclusion training that is based on PAR principles that foreground migrant women's integration in education, employment and training take a variety of forms, including, virtual, to support online delivery, and both internal (institutional) and external (location) physical spaces. In most initiatives, the physical learning environment is intrinsic to a PAR-based project. The holistic approach to teaching and learning depends on access to appropriate space and inclusive and multicultural, multimodal, and multilingual resources. This usually takes the form of hands-on workshops, reflective activities, and collaborative work that enhance access to beneficial networks, utilizing artefacts, and digital media. Students are exposed to diverse socio-cultural issues derived from authentic scenarios, which they can encounter in real-life settings, especially when they are concerned their involvement in the labour market and access to services and opportunities. Through a democratic process of inclusive participation, they are encouraged to consider contemporary, innovative, and inclusive solutions.

5.4   The ecosystem of stakeholders is actively involved in teaching, learning and assessment, through engagement, feedback, and evaluation. Families, community organizations, public authorities and other actors involved in the training scheme, play an integral role in the development and impact of the activities.

5.5   Migrant inclusion training that is based on PAR principles are designed to support individual development of transversal, soft competencies, as well as progressive independent higher order thinking skills for a range of contexts. A systematic methodology that fosters social inclusion and a safe environment to dialogue, is always pursued through a number of micro-steps from the beginning of the training process and beyond its lifecycle.

5.6 The core components of migrant inclusion training that is based on PAR principles are devoted to building a favorable atmosphere for integration in an intercultural classroom, fostering social cohesion. Cohesion is promoted by the provision of equal opportunities for underprivileged individuals. Learners with fewer opportunities will develop a sense of inclusion, promoting their integration into the societies in which they live and encouraging their active participation in seeking similar methods for their personal and professional growth.

5.7 A migrant inclusion training that is based on PAR principles benefits participants in their generic skills and competencies, such as personal innovation, risk-taking, independent enquiry, effective communication, negotiation, interpersonal, management, presentation, organisational, self-management, critical engagement, team working, social, communication and research skills. These skills are developed incrementally and can be integrated into the design of a training program.

5.8 A migrant inclusion training that is based on PAR principles that foregrounds integration of migrant learners, often uses mentoring, peer-support, and ambassador schemes, to promote empathy and intercultural exchanges through study visits, networking events and co-creative, co-authoring practices. Strategies promote autonomous self-directed learning and self-evaluation as vital elements within the overall learning process.

5.9 In addition, migrant inclusion training that is based on PAR principles can be applied in an interdisciplinary manner across different subjects, aimed to embrace international cultural, economic, and environmental perspectives in a global context. Learning modules have a common thread to address economic aspects, cultural diversity, soft skills, and community engagement.

5.10 Learners present work to peers and in the public domain through networking events, mentor pairs, campaigns, exhibitions, group peer

critique, (digital) storytelling, etc. These enable learners to introduce themselves to the economic and educational world of their community and strengthen their voices to a wider audience, also engage in public/peer discussion and situate themselves in a community, regional setting.

5.11 Assessment takes the form of formative evaluation, using learners' artefacts, portfolios and material produced, as a testament to their progression. Learners are encouraged to reflect critically in their practices and trainers/educators support them to understand their learning processes through activities designed to foster a deep approach to learning.

5.12 Trainers/educators and learners are not only passive participants of a training that is monitored by the project team, but also collaborate actively by exchanging their insights and views on both the design of teaching activities and the direction of the training programme, aiming at transforming educational practices and enhancing confidence in learners.

6. Benchmark standards

6.1 This section includes threshold, typical and excellent standards for migrant inclusion training practices that are based on PAR principles for the integration of migrant women who live in rural areas in education, training, and employment. They are articulated as key processes and learning outcomes, which inform adult education providers to continue to develop diverse and meaningful migrant inclusion training practices that foster migrant inclusion.

What we must keep in mind is that in rural communities, migrant women face a distinct set of challenges that demand a specialized approach to empowerment and support. These women often navigate not only the complexities of migration but also the rural context, which can be

characterized by geographic isolation, limited access to resources, and a tight-knit, traditional social fabric. Empowering migrant women in rural areas necessitates a training programme that considers their unique circumstances and equips them with the knowledge and skills required to thrive.

Threshold standard for migrant inclusion training based on PAR principles.

6.2 The threshold standard is the minimum requirement that is reached by learners engaged in migrant inclusion training based on PAR principles. The standard is intentionally given in broad terms, to provide scope for the variations arising in focus and interpretation under different migrant inclusion initiatives focusing on migrant women who live in rural areas, depending on context and mission placed.

6.3 At a threshold standard, core processes of migrant inclusion training based on PAR principles involve the training of migrants (migrant women in particular) to actively participate and engage in their communities, while identifying major issues that impede their full participation. Processes also involve the conduct of reflective practices and activities to understand the complexities of today's rural communities; design an action plan together with trainers/educators; and take leadership in influencing policies and decisions to counter existing status quo and enhance the conditions in which they live. The process promotes the learner's sense of ownership and control over the training process, and the knowledge and skills acquired, while it promotes the social and political engagement of more people and their local communities to address problems identified in the first place and co-produce solutions.

Topic-specific knowledge and understanding, attributes and skills.

6.4 Learners can:

a) present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs.

b) demonstrate improved performance in observation, enquiry, argumentation and/or networking for own benefit.

c) analyze data to formulate arguments and promote solutions; an ability to select and use materials, processes, and environments.

d) make connections between intention, process, outcome, context and methods of power hierarchies and human/social/cultural capital.

Generic skills

6.5 Learners engaged in migrant inclusion training based on PAR principles exhibit:

- **Ownership:**

a) A sense of ownership for the knowledge and skills acquired, and for products developed.

- **Critical engagement:**

a) Analyze information and experiences.

b) They benefit from the experiences of others and recognise their strengths and needs, especially regarding labor market integration and employability needs.

- **Group/team working and social skills:**

a) Apply interpersonal, social and negotiation skills in interaction with others, especially stakeholders from the business world and mentors.

- **Skills in communication and presentation:**

a) Communicate ideas and information in multimodal forms.

b) Present ideas and work to a broader audience, such as mentors, peers, families, and community.

- **Research and information skills:**

  a) Navigate, retrieve, and manage information from variant sources, especially when it comes to their access to services (health, finance, law) for which you must show initiative and investigative spirit.

  b) Select and employ appropriate communication tools for intercultural understanding.

  c) The ability to identify issues of power and society structures that affect the level of equity and integration to communities.

Typical standard for migrant inclusion training based on PAR principles.

6.6 Learners engaged in migrant inclusion training activities based on PAR principles, have developed increased skills in communication and expression through multimodal media and forms, and are able to investigate, analyse, synthesize, interpret, formulate, and articulate ideas and information. At least some of their ideas relate to their identity and background experiences.

6.7 Certain processes are identified as central to migrant inclusion training activities based on PAR principles, including the iterative integration of research and action, the training and practice of soft skills, especially regarding the increasing of employability skills, the teacher's/trainer's sharing of power with learners in the learning and action process, and the practice of strategic thinking and practices for influencing change.

6.8 Different activities that inform the strategic thinking process include discussion of root causes to social, political or health problems, teaching and training about what kind of rules and policies exist, how to investigate available channels of information that could guarantee access to opportunities for employment, how to develop arguments and provide solutions/recommendations based on self-learning, and how to grow alliances with various stakeholders.

Topic-specific knowledge and understanding, attributes and skills.

6.9   At the typical level of achievement, the learners demonstrate through their knowledge and skills, and products, interactions and argumentation, the ability to:

a) Generate ideas, concepts, proposals, solutions, or arguments on their own and/or collaboratively as self-directed activities and/or in response to facilitation and exposure to known and new issues/problems.

b) Employ both convergent and divergent thinking in the processes of observation, investigation, enquiry, argumentation and/or making.

c) Select, experiment with, and make appropriate use of materials, processes and multimodal forms and environments to present their arguments and raise their voices.

d) Show judgment and critical spirit in developing ideas and solutions.

e) Be resourceful, ethical, and culturally sensitive.

6.10   The learner's understanding is informed by research, practice and theory in relation to:

a) the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the topic/issue/problem.

b) Their own relationship and background experiences and local community settings and circumstances.

c) The implications and potential for the issue/problem presented by key developments in the field of technologies and media.

d) Knowledge and understanding of the power and society structures that affect the level of equity and integration to communities.

Generic skills

6.11 Learners engaged in migrant inclusion training activities based on PAR principles exhibit:

- A sense of **ownership** for their knowledge and skills acquired, and products developed.

- **Critical engagement:**

  a) Analyze information and experience, to form reasonable arguments.
  b) Question, review and evaluate.

  c) They benefit from the experiences of others to inform their attitudes and practices.

  d) Identify on personal strengths and weaknesses, feel empowered to grow as personalities and stand up for themselves and what they represent.

- **Group/team working and social skills:**

  a) Apply interpersonal, social and negotiation skills in interaction with others, through collaboration and negotiation.

- **Skills in communication and presentation:**

  a) Communicate ideas and information in multimodal forms in a way that is culturally relevant.

  b) Present ideas and work effectively to address a broader audience, such as mentors, peers, families, and community, in variant contexts.

- **Research and information skills:**

  a) Navigate, retrieve, evaluate, and manage information from variant sources.

b) Select and employ appropriate communication tools for intercultural understanding.

c) The ability to identify and provide solutions to issues of power and society structures that affect the level of equity and integration to communities.

d) Apply and promote ethical and culturally relevant principles in their life in a working and community context.

Excellent standard for PAR-based education

6.12 Learners engaged in migrant inclusion training activities based on PAR principles who have reached an excellent standard, demonstrate to a higher level the capabilities and skills listed in Section 6. There is increased evidence of critical thinking, creativity, intercultural awareness, and in-depth understanding. High standard implementation of migrant inclusion training based on PAR principles involves expansion of the social network of participants, opportunities, and guidance for working in groups to achieve goals, and the development of skills to communicate with other youth and adult stakeholders, all of which are sustainable and transferable to other environments, pending adaptation.

6.13 A holistic training approach for the empowerment of migrant women in rural communities involves the following parameters that should be taken into consideration given the best practices examples gathered:

- **Cultural Competence in Rural Contexts:**

Migrant women in rural areas often encounter a blend of traditional values and the need to adapt to their new surroundings. Thus, a training programme should emphasize cultural competence with a focus on the rural context. It's imperative that participants understand and respect the traditions and values of both their migrant and rural communities. This cultural sensitivity not only fosters harmonious integration but also helps migrant women become valuable bridges between different cultural groups.

- **Language Skills for Rural Settings:**

In rural locales, language can be a barrier to access and integration. Tailoring language training to the specific needs of rural migrant women is essential. Proficiency in the local dialect or regional language not only facilitates communication but also allows for deeper connections with the community. Migrant women who can effectively communicate with their rural neighbours are more likely to build strong social networks and access vital resources.

- **Rural Legal Knowledge:**

Understanding the legal landscape of rural areas is critical for migrant women. A specialized training programme should equip them with knowledge about local laws, property rights, and any unique regulations that pertain to rural living. This empowers migrant women to protect their rights and interests, particularly in cases where land ownership or agricultural activities are involved.

- **Rural Employment and Self-Sufficiency Skills:**

Rural job markets often differ significantly from urban areas. Training programmes should cater to the rural employment landscape, offering skills relevant to agricultural work, small-scale entrepreneurship, or home-based businesses. These skills enable migrant women to not only find employment opportunities but also contribute to the local economy and sustain themselves and their families.

- **Rural Healthcare and Community Resources:**

Access to healthcare can be challenging in rural areas. Training programmes should provide knowledge about local healthcare systems and available community resources. Migrant women need to know where to seek medical care and social support within the rural context, ensuring their well-being and that of their families.

- **Financial Resilience in Rural Economies:**

Financial stability in rural communities often requires a unique approach. Training should include financial literacy tailored to the realities of rural economies, including budgeting for agricultural seasons, managing family finances, and accessing rural financial services. These skills empower migrant women to navigate the economic intricacies of rural life effectively.

- **Rural Social Integration and Community Building:**

Building social connections in close-knit rural communities can be challenging for migrant women. Training programmes should focus on strategies for rural social integration, emphasizing the importance of community involvement and engagement. Facilitating the creation of support networks within the rural community can enhance the overall well-being of migrant women.

- **Empowerment Through Rural Leadership:**

Empowering migrant women in rural areas extends to nurturing their leadership potential within their communities. Training programmes should encourage and develop leadership skills, enabling them to advocate for their needs and participate actively in local decision-making processes.

- **Family and Rural Adaptation:**

Migrant women in rural communities often play multifaceted roles within their families. Training should provide guidance on balancing family responsibilities with rural life, addressing the unique challenges faced by women in this context.

- **Digital Literacy in Rural Environments:**

Digital literacy remains crucial even in rural settings. Training programmes should ensure that migrant women can access online resources and information relevant to rural living, from agricultural best practices to local market trends.

- **Psychosocial Support in Rural Isolation:**

Rural isolation can exacerbate psychosocial challenges. Training programmes should incorporate strategies for coping with stress, building resilience, and addressing mental health concerns within the rural context.

- **Access to Rural Legal Aid and Support Services:**

Migrant women in rural areas should be aware of where to access legal assistance, social services, and support networks specific to rural living. Training programs should provide information about available resources, including local legal aid, agricultural cooperatives, and rural women's associations.

Empowering migrant women living in rural communities demands a tailored training approach that addresses their unique circumstances and equips them to thrive in these environments. By embracing their cultural context, providing region-specific skills, and fostering community integration, such programmes not only improve the lives of migrant women but also contribute to the resilience and development of rural communities. Further to that, a migrant inclusion training programme should abide by the following characteristics. Coordinators, assessors, and trainers must:

o Ensure that the training programme is accessible to all migrant women, regardless of their background, language proficiency, or cultural context. They should provide appropriate language support, translation services, and adapt the program content to accommodate diverse learning needs.

o Foster an environment that promotes the empowerment and agency of migrant women. They should encourage their active participation in decision-making processes, program design, and implementation, allowing them to shape the training according to their needs and priorities.

o Recognize and respect the cultural values, practices, and norms of the migrant women. They should adapt the training content and methodologies to align with their cultural backgrounds, ensuring that it resonates with their experiences and perspectives.

- Customize the training programme to address the specific needs and challenges faced by migrant women. They should conduct a thorough needs assessment to understand their unique circumstances and incorporate relevant topics, skills, and resources into the training.

- Provide comprehensive training that not only imparts knowledge but also builds practical skills, self-confidence, and resilience among migrant women. They should equip them with tools and resources that can enhance their employability, entrepreneurship, or community engagement.

- Foster collaboration and partnership with local communities, organizations, and service providers. They should involve them in the training programme, leveraging their expertise, networks, and support to create a more holistic and sustainable learning experience.

- Establish support mechanisms within the training programme to address the challenges faced by migrant women. They should offer mentoring, counselling, or referral services to help them overcome barriers and navigate social, economic, or legal issues.

- Prioritize the privacy and confidentiality of personal information shared by migrant women during the training. They should clearly communicate the protocols in place to handle sensitive information and obtain explicit consent for any data collection or sharing.

7. References

Jetmarová, B. (2011). Comparison of Best Practice Benchmarking Models. *Problems of Management in the 21ˢᵗ century*, 2, 76–84. http://dx.doi.org/10.33225/pmc/11.02.76

Mann, S. R., Abbas, A., Kohl, H., Orth, R., & Görmer, M. (2010). *Global Survey on Business Improvement and Benchmarking*. Germany: Global Benchmarking Network.

Spendolini, M. (1992). *The Benchmarking Book*. New York: American management Association: American American management Association Management Association

Communications (AMACOM).

8. Appendices

Appendix 1: Tool for the collection of best practices

Partner and country of the *Together We Can* project.

Name of the partner:

Country:

Please use the column on the right to document to detail any relevant information i.e., details about how search strings were applied. The column should be left in blank in case of not having information to fill it in. Please answer 'not applicable' when it is the case. For each best practice you document, please **use a separate tool**.

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	

General information about the best practice

Name of the initiative	
Type of document (optional)	

Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	
Level of practice Local, national, European, International, other (specify)	
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town, and village	
Activity Start date/end date	
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	
Type of initiative Public | private | other	
Partnership implementing the initiative.	

Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	
Main goals What are the main goals of the best practice?	
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	

Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	
Achieved results. What were the achieved results of the best practice?	
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	
Adaptability to other contexts	

Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	

Sources

URL / Related website(s) of the practice	
Contact details What is the address of the people or the project to contact if you want more information on the practice?	
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	

Appendix 2: List of best practices in partner country order

COUNTRY: AUSTRIA

NAME OF THE PARTNER: VAEV

Best Practice 1

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Training and Counselling Services
Databases used.	European Migration Network, OHCHR

Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	

General information about the best practice

Name of the initiative	Migrant Women into Job (MWiN)
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	N/A
Country In what country(ies) has the best practice been implemented?	Austria
Level of practice Local, national, European, International, other (specify)	National
Location /geographical coverage	The programme covers major cities across Austria

What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	
Activity Start date/end date	Start date: 2021, End Date: Ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Vienna Institute for International Dialogue and Cooperation
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	N/A

Contents of the best practice

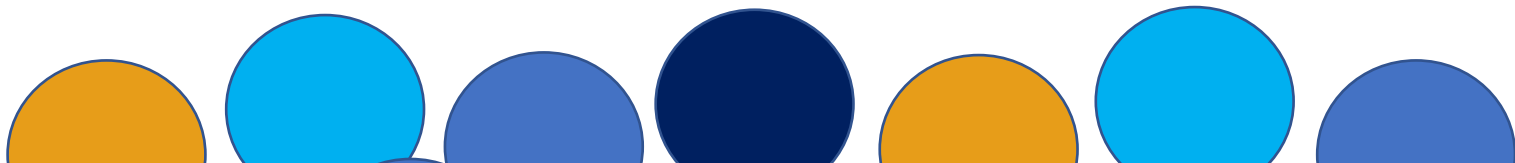| Introduction	Like many other European nations, Austria has a diverse population with a sizable immigrant

What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	population. Due to their gender and status as migrants, however, migrant women frequently experience a double disadvantage that limits their access to education and work prospects. To address these issues and promote better social and economic integration, the MWiN program was launched.
Main goals What are the main goals of the best practice?	The MWiN program's primary objectives are: 1. To give migrant women more access to training, education, and work opportunities. 2. To promote the employability of migrant women by improving their skills and abilities. 3. To encourage migrant women's economic and social integration.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	The MWiN program is designed for immigrant women who reside in Austria, with a focus on those who are unemployed, underemployed, or socially marginalized. Although the participants often come from a variety of educational and professional backgrounds, many have been unable to put their abilities and certifications to use because they are neither recognized nor understood in Austria.
Profile of participants (age, education, etc.)	Even though the program has no age limitations, the trainings and services provided are specifically designed for adult women

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

What age and education have the participants in the best practice?	that are experiencing difficulties for integration into labour market.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	The needs of the participants were inability to access to opportunities for career development services, job search, language barriers and trainings for reskilling and upskilling.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The MWiN program uses several techniques to accomplish its objectives: 1. Offering specialized training courses: These programs are created to give immigrant women the knowledge and abilities they need to succeed on the Austrian labour market. 2. Job placement and career counselling services: These services aid migratory women in locating employment possibilities that complement their qualifications and skill sets. 3. Peer support and mentoring networks: These networks offer migrant women a community of allies to aid them in adjusting to their new surroundings.
Achieved results. What were the achieved results of the best practice?	Even though there is no statistical data available to the public, since its beginning, the MWiN program has been successful in assisting numerous immigrant women in Austria in finding employment and raising their

	socioeconomic standing. By creating a more diverse and inclusive workplace and dispelling preconceptions, the initiative has also aided in larger societal change.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	1. Individual Impact: On a personal level, migrant women who have taken part in the program are likely to experience greater economic stability because of better employment prospects, better social integration as a result of their participation in education and the workforce, as well as an increase in self-confidence and empowerment. 2. Social Impact: The training may serve to dispel and alter preconceived notions about migrant women while fostering a more inclusive and varied workplace. By lowering gender and racial/ethnic inequities in education and employment, it can help to create a more just society. 3. Economic Impact: By utilizing the underutilized abilities and qualifications of migrant women, the initiative can fill labor market gaps and increase productivity on a macroeconomic level. It can also lower the social and financial costs of social isolation by offering support for integration.
Innovativeness and success factors	The holistic and focused approach the MWiN program takes to migrant women's integration makes it novel. The curriculum acknowledges

In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	the unique challenges this group has and directly addresses them by combining training, career counselling, and community assistance.
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	The program is relevant to the needs and the context as it provides educational support and services for disadvantaged women for their full integration into Austrian society.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The MWiN program's concepts could be applied to various situations even though it was created with the Austrian context in mind. The accomplishment of this project highlights the significance of providing participant-cantered, tailored support in fostering integration and diversity. The local labour market, the characteristics of the migrant population, and the available resources will all have an impact on how adaptable the MWiN model is.
Constraints What are the challenges encountered in applying the	1. Resource Constraints: The program's ability to reach and assist migratory women may be constrained by the resources at its disposal. Increasing the program's money, manpower,

best practice? How have they been addressed?	and other resources is necessary to serve more participants or provide a greater range of services. 2. Cultural and linguistic barriers: Immigrant women have a diversity of racial and ethnic backgrounds, and they may speak several different languages. The program may face substantial difficulties in overcoming language hurdles, necessitating the use of multilingual employees and translation services. Cultural variations might make it difficult to recognize and respond to the requirements and circumstances of each person. 3. Lack of Recognition of Foreign Qualifications: Migrants frequently face difficulties getting their foreign credentials acknowledged. The integration of immigrant women into the workforce may be delayed by the lengthy and complicated procedure of having foreign credentials recognized. 4. Employer Engagement: Finding employers who are able and willing to hire migrant women might be difficult. This calls for continued efforts to counter any potential discriminatory attitudes and to educate employers about the potential advantages of hiring migrant women.
Lessons learned.	Like many comparable programs, the Migrant Women into Jobs (MWiN) program offers

What are the key messages and lessons learned to take away from the best practice experience?	insightful analysis and instructive lessons. These lessons learnt frequently centre on the important elements that made the program successful:
	1. Understanding Local needs: The importance of comprehending the demands of the local labour market is one of the major lessons learned from the MWiN initiative. The job placement and training services offered by the program have shown to be most successful when they are adjusted to match the needs of regional companies. This emphasizes how crucial it is to stay in touch with neighbourhood companies and informed about how the job market is changing.
	2. Participant-Cantered Approach: The importance of using a participant-cantered approach has also been emphasized by the MWiN program. The key to facilitating the participants' integration has been to provide individualized support and training that takes into consideration their unique requirements, objectives, and circumstances.
	3. Cultural awareness: The program has discovered that working with migrant women requires a high level of cultural awareness. Building trust and ensuring their active engagement in the program depends on acknowledging and respecting their various origins and experiences.

	4. Holistic strategy: Lastly, the MWiN program has stressed the significance of a holistic strategy that tackles not only social integration and employment needs, but also broader challenges. This entails advancing cultural awareness, dispelling misconceptions, and encouraging interpersonal relationships.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The participant-cantered and holistic methodology of the MWiN program make it an extremely replicable model. The program's core tactics for achieving integration—tailored training, career counselling, job placement assistance, and cultivating a supportive community—are ideas that can be implemented everywhere. The target population's unique needs and challenges as well as the needs of the local labour market must all be fully understood for the replication to be successful in other contexts. To replicate this project in other locations or nations, it would be necessary to do a thorough needs analysis and maybe modify some program components to meet the local environment.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	This programme is chosen for its relevance to the context of the Together We Can Project, along with its effective strategies for providing services for migrant women.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	N/A

Sources

URL / Related website(s) of the practice	https://www.vidc.org/en/
Contact details What is the address of the people or the project to contact if you want more information on the practice?	https://www.vidc.org/en/
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	https://publications.iom.int/system/files/pdf/EMN-Integration-of-Migrant-Women-in-AT.pdf https://sportinclusion.net/files/SPIN_Women_conference_report_2021.pdf

Best Practice 2

Category of best practice

Category	Training programme

Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Arbeitsuchende Österreich, ausbildung-me

General information about the best practice

Name of the initiative	Frauen in der Technik (FIT) / Women in Technology
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	N/A
Country In what country(ies) has the best practice been implemented?	Austria

Level of practice Local, national, European, International, other (specify)	National
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	The practice is carried out in different cities across Austria, including Salzburg, Graz and Vienna
Activity Start date/end date	Start date: October 2020, End date: Ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Austrian Federal Ministry for Digital and Economic Affairs (BMDW) and the European Social Fund (ESF)
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors	Austrian Federal Ministry for Digital and Economic Affairs (BMDW)

| involved in the best practice, and what is the nature of their involvement? | |

Contents of the best practice

| **Introduction**

What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity. | The "Frauen in der Technik" (FIT) initiative has been put into place in Austria to increase the participation of women in previously underrepresented fields of training, employment, and education. This program focuses primarily on STEM fields—technical, scientific, engineering, and math—where the gender gap is still quite noticeable.

Austria is not an exception to the global gender imbalance in STEM professions that persists despite societal progress. In order to close this gender gap, the "Frauen in der Technik" program promotes higher female participation in STEM-related training, education, and employment. |
| **Main goals**

What are the main goals of the best practice? | The FIT initiative's main objective is to provide women with the knowledge, orientation, and support they need to pursue jobs in STEM subjects. Specific goals consist of:

1. Raising girls' and women's awareness of STEM fields.

2. Dispelling the preconceptions that support the gender gap in these sectors. |

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

	3. Expanding opportunities for suitable education and training. 4. Helping women obtain work in the STEM fields.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Women and girls who are interested in a career in the STEM professions are the target demographic for the FIT project. This comprises: 1. Young women in secondary education who are making decisions about their future study and career paths. 2. Female students in higher education who could be thinking about switching their focus to a STEM career. 3. Women who are considering switching careers or returning to the workforce who could be interested in retraining in a STEM sector. The program also aims to assist parents, educators, career counsellors, and anyone else who influences the career choices of young women.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Young women in secondary education, higher education, or women over 18 without jobs or willing to upskill/reskill for change of career pathways.

Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Young women or working women who are willing to pursue a career in STEM related jobs, but missing opportunities to start their career in those fields due to lack of training opportunities.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The FIT initiative's strategy is diverse and contains the following crucial components: Sessions on career advice and information are intended to provide women a thorough awareness of potential occupations in the STEM field and the education needed. Workshops and events: These include practical hands-on sessions where women can get a personal experience with a variety of STEM fields. Networking: Making connections between women and industry leaders and female role models to gain knowledge about the sector. Support: Offering career guidance and support, particularly during times of transition, like beginning an educational program or joining the workforce.
Achieved results. What were the achieved results of the best practice?	Since its beginning, the FIT effort has had promising outcomes. There have been reports of an increase in the number of women enrolling in STEM courses at the university level and of more women holding STEM jobs. A network of women in STEM has also been

	developed because of the program, providing a sense of belonging and support.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	The FIT program's overall approach is what makes it innovative. It considers the full career pathway, from increasing awareness and interest in STEM to offering education, training, and employment support, rather than just concentrating on education or employment.
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	The comparatively low number of girls attending STEM related fields in secondary schools and higher education, along with the low rates of employment of women in STEM related fields gave way to the implementation of the project.
Adaptability to other contexts Is the best practice adaptable to other contexts?	While the FIT project may be the only one with a specific focus on STEM disciplines, the overall strategy can be used in any industry where

Has the best practice been tested in different contexts?	there is a gender gap. Women's participation in any sector could be boosted with the help of knowledge, real-world experience, networking, and support. One feature of the program that might be easily modified for many situations is the emphasis on providing a supportive community and role models.

However, in order to ensure that the initiative fulfills the unique requirements of the women it is meant to serve, implementation in different contexts should take into account the local cultural, economic, and social conditions as well as the peculiarities of the target sector. |
| **Constraints**

What are the challenges encountered in applying the best practice? How have they been addressed? | The Women in Der Technik (FIT) initiative has shown great progress, but it has also encountered several challenges:

Cultural and sociological barriers: Despite significant efforts, preconceptions and cultural biases still exist in STEM fields, which may deter women from choosing these professions. It takes larger societal reform to gradually eradicate these ingrained prejudices.

Resources are at a premium because of the scope and complexity of FIT's activities. Even though the program has strong funding, there are always more ways to reach out to people and provide them with assistance and growth that could be done with more funds. |

Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	Importance of Role Models: For FIT, giving women successful STEM role models is essential for encouraging them to pursue comparable career choices. Early intervention: The project has also highlighted the value of fostering an interest in STEM among girls and young women at an early stage in their school careers, before they make important decisions about their fields of study and career prospects. Holistic approach: The FIT's method of addressing all facet of a professional path, from education to work, has been found to be more successful than concentrating on just one step.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The FIT program's primary techniques could be used in several scenarios because it is highly reproducible and scalable. Replicability: By creating comparable programs that are specifically customized to their respective cultural and societal situations, other areas or nations could adopt this effort. For the program to be effective and relevant, collaboration with regional academic institutions and business leaders is crucial. Scaling up: The FIT initiative might be made bigger by reaching other areas of Austria or by

	extending its reach to other industries where women are underrepresented.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	This program, primarily targeting migrant women for their integration into STEM sectors in Austria, with its success stories, is found relevant to the scope of the Together We Can project.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	N/A

Sources

URL / Related website(s) of the practice	https://www.ams.at/arbeitsuchende/karenz-und-wiedereinstieg/so-unterstuetzen-wir-ihren-wiedereinstieg/fit-frauen-in-handwerk-und-technik
Contact details What is the address of the people or the project to contact if you want more information on the practice?	https://www.ams.at/arbeitsuchende/karenz-und-wiedereinstieg/so-unterstuetzen-wir-ihren-wiedereinstieg/fit-frauen-in-handwerk-und-technik

Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	https://www.youtube.com/watch?v=rJr-2VMIGuA

Best Practice 3

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Digital literacy training and guidance
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	"FEMtech" (Frauen in Forschung und Technologie), Österreichisches Bundesministerium für Verkehr, Innovation und Technologie

General information about the best practice

Name of the initiative	fit4internet.at

Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	N/A
Country In what country(ies) has the best practice been implemented?	Austria
Level of practice Local, national, European, International, other (specify)	National
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town, and village	Online, covers all regions
Activity Start date/end date	2017 - ongoing

Responsible and/or promoting organisation. What organisation was responsible for the best practice?	FEMtech
Type of initiative Public | private | other	public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	DONAU Versicherung AG Vienna Insurance Group, Infineon Technologies Austria, A1 Telekom Austria Group, Wirtschaftskammer Österreich, Österreichische Post AG, Raiffeisen Bank International AG, Mondi Group, Verbund AG, msg Plaut AG, Siemens AG Österreich, Accenture Österreich, Unternehmensberatung e.U., fit4internet, WeAreDevelopers, emporia Telecom, Apollo.ai

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is	main challenge: digital divide, where certain groups, particularly those from marginalised backgrounds, face barriers in accessing and effectively utilising the internet. best practice: providing training, counselling services, and guidelines to ensure that people from all genders and diverse backgrounds have equal opportunities to fully participate in the digital world.

sensitive to gender and diversity.	It emphasises inclusivity, recognizing the unique needs, perspectives, and experiences of individuals, and tailoring the approach to ensure that gender and diversity considerations are considered throughout the process.
Main goals What are the main goals of the best practice?	1. Promote digital inclusion. 2. Empower individuals with internet skills. 3. Bridge the digital divide by addressing the barriers that prevent certain groups from accessing and benefiting from the internet and create a more equitable digital society. 4. Enhance online safety and security. 5. Foster digital empowerment
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	- Individuals with limited digital skills: people who may be new to the internet or lack confidence in using digital technologies. - individuals from marginalised communities, low-income backgrounds, rural areas, and other underserved populations - Educators and trainers - Parents and caregivers - Small businesses and entrepreneurs

	- General internet users
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Participants of different age groups. It may include young people, adults, and seniors. The training and resources are adapted to meet the specific needs and challenges of each age group. Individuals may have varying levels of education, from limited formal education to higher educational qualifications. The initiative is designed to be inclusive and accessible to individuals with different educational backgrounds. The initiative caters to individuals at various skill levels and provides targeted training to meet their specific needs. It is also sensitive to gender and diversity and aims to provide equal opportunities for individuals from all backgrounds.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Digital literacy, internet safety and security, access to information and resources, online communication and collaboration, inclusion and diversity, and building confidence and empowerment in using digital technologies.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best	- to identify the specific needs of the target group, including gender aspects, in terms of digital literacy, internet safety, and other related areas.

practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	- Based on the identified needs, a gender-responsive curriculum was developed, which took into account the diverse backgrounds, learning styles, and preferences of the participants. - The initiative provided training and counselling services, which were designed to be interactive, engaging, and tailored to the participants' needs. - Peer Support and Mentoring: to support and learn from each other, creating a sense of community and empowerment. - Continuous Evaluation and Feedback to monitor progress, identify areas for improvement, and make necessary adjustments to the training and counselling services. - Lessons learned and key success factors were identified through an ongoing evaluation process.
Achieved results. What were the achieved results of the best practice?	- Improved Digital Skills - Enhanced Internet Safety - Increased Digital Confidence - Empowerment and Inclusion - Positive Social Impact

	- Networking and Community Building - Long-Term Sustainability
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	- Enhanced Employability - Expanded Educational Opportunities - Increased Economic Empowerment by gaining digital skills and confidence. - Improved Access to Services - Social Connectivity - Personal Development:
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	- Gender-Inclusive Approach - Economic Empowerment by equipping individuals, regardless of gender, with digital skills - Bridging the Gender Digital Divide To successfully replicate this best practice, several conditions need to be in place: - Institutional Support - Economic Accessibility - Social Awareness and Inclusion - Collaboration and Partnerships - Continuous Learning and Adaptation - Sustainability and Scalability

Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	The initiative recognizes the increasing importance of digital technologies and the need for individuals to have digital skills to fully participate in today's digital world. It aligns with the context of a rapidly evolving digital landscape where digital literacy is becoming essential for personal, educational, and professional purposes. Addressing the Digital Divide: The initiative is relevant in contexts where there is a digital divide, particularly in terms of gender disparities. By focusing on promoting digital literacy among both men and women, it aims to bridge the gap and ensure that everyone has equal opportunities to access and benefit from digital technologies. Economic Opportunities: In contexts where there is a growing emphasis on the digital economy, the initiative is relevant as it provides individuals with the necessary skills to tap into online entrepreneurship, digital job markets, and other income-generating activities. It helps individuals leverage digital tools for economic empowerment and improved livelihoods. Empowering Marginalized Groups: The initiative's relevance lies in its focus on empowering marginalized groups, including women, rural communities, and individuals with limited access to digital resources. By addressing the specific needs and challenges

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

	faced by these groups, it aims to create a more inclusive digital society where everyone can participate and thrive.
	Meeting Educational Demands: In the context of education, the initiative is relevant as it equips individuals with digital skills that are increasingly required in various educational settings. It helps students, educators, and educational institutions adapt to the digital age and leverage technology for enhanced learning experiences.
	Digital Citizenship: The initiative's focus on responsible and safe internet usage is relevant in the context of increasing online threats and challenges. By promoting digital citizenship, it equips individuals with the knowledge and skills to navigate the digital world responsibly, protect their privacy, and engage in ethical online practices.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The adaptability of www.fit4internet.at to other contexts is not specified and information about testing in different contexts is not provided. Digital literacy initiatives can often be customised for different regions. Factors to consider for adaptability include cultural and linguistic considerations, digital infrastructure, socioeconomic factors, and stakeholder engagement, because collaboration with

	local stakeholders is crucial for successful adaptation.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	The initiative recognizes the importance of digital skills in today's evolving landscape and addresses the digital divide, particularly gender disparities. It promotes digital literacy for equal access and opportunities. It enables individuals to tap into the digital economy, empowering marginalised groups and improving livelihoods. Additionally, it meets educational demands, equipping individuals with digital skills for enhanced learning experiences.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	The initiative teaches having digital skills is crucial in today's world. It reminds of the importance of giving everyone equal access to digital opportunities, regardless of their background. By focusing on empowering marginalised groups and promoting inclusivity, the initiative shows the potential for economic growth and personal development through digital tools. It also highlights the need for ongoing learning, collaboration, and considering diversity. The experience proves that similar initiatives can be successful in different contexts and that regular evaluation and improvement are essential for their effectiveness.
Replicability and/or up-scaling	The initiative holds great potential for wider expansion. By leveraging its successful

What are the possibilities of extending the best practice more widely?	framework and lessons learned, it can be scaled up to reach a larger audience. Collaboration with government agencies, educational institutions, and private organisations can help broaden its reach and impact. Strategic partnerships, funding opportunities, and incorporating innovative technologies can further enhance the initiative's scalability. Additionally, sharing best practices and knowledge exchange with other similar initiatives can contribute to its wider adoption and replication in different contexts.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	It effectively addresses the pressing challenges of digital literacy and bridging the digital divide. It demonstrates a comprehensive approach by providing training and counselling services, guidelines, and resources to empower individuals in their internet usage. The initiative's focus on gender and diversity sensitivity ensures inclusivity and equal opportunities for all participants. Its participatory methodology, incorporating feedback and input from stakeholders, enhances its effectiveness and relevance. It has achieved significant results, including increased digital skills, improved livelihoods, and positive impacts on beneficiaries' lives. Its

	innovative and adaptable nature, along with its potential for replication in different contexts, further contribute to its recognition as a best practice.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	N/A

Sources

URL / Related website(s) of the practice	https://www.fit4internet.at/page/home/&lang=EN
Contact details What is the address of the people or the project to contact if you want more information on the practice?	https://www.fit4internet.at/page/contact
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	https://erwachsenenbildung.at/addon/english_overview.php https://www.ffg.at/en https://www.fit4internet.at/view/kursreferenzierung/&lang=EN

Best Practice 4

Category of best practice

Category	
Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	"Mentoring for Migrants" is a support program that provides guidance and assistance to individuals with a migration background to help them navigate and succeed in various aspects of their lives, including education, employment, and integration.
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	- Participant management systems or databases developed internally by the organisation or institution implementing the program. - Online job portals and employment databases - Educational databases that offer information on training programs, courses, and certifications relevant to the field of interest. - Local community databases or directories that provide information on support services, resources, and organisations assisting migrants. - Professional networking platforms that facilitate connections between mentors and mentees in the program.

General information about the best practice

Name of the initiative	Mentoring for Migrants
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	N/A
Country In what country(ies) has the best practice been implemented?	Austria
Level of practice Local, national, European, International, other (specify)	local, national, EU fond
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	in all capital cities of Austria

Activity Start date/end date	2008 - ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Austrian Federal Economic Chamber and the AMS job market service
Type of initiative Public | private | other	
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is	The "Mentoring for Migrants" program is a support and guidance initiative aimed at assisting migrants in their integration into the workforce, particularly in technical professions. It provides mentoring, training, and counselling services to support the professional development and career opportunities of migrant women.

sensitive to gender and diversity.	
Main goals What are the main goals of the best practice?	to support the integration of migrants into the labour market, particularly in technical professions, by providing mentoring, training, and career development opportunities.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	People with a migration background who meet the minimum requirement of a completed apprenticeship or have undergone higher-level training, have a sufficient command of German and are permitted to access the Austrian labour market.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The age range may vary, but they are generally adults of working age. In terms of education, participants may have a range of educational backgrounds, from basic skills to higher education degrees.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	- Language skills - Technical knowledge - Career guidance - Networking opportunities - Cultural adaptation - Confidence building

Methodological Approach	
What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	- Development of a career plan and steps towards its implementation - Identification and organisation of useful further training - Establishment of contacts - Advice for job applications - Helping the mentee to get invited to job interviews. - Developing the mentee's confidence in his/her own strengths - Establishment of a business plan
Achieved results What were the achieved results of the best practice?	- More migrant women have been able to find jobs in technical fields. - Participants have gained valuable skills and knowledge through mentoring, training, and career support. - Migrant women have felt more included and integrated into the workforce. - The initiative has helped participants build important professional relationships and networks. - Migrant women have experienced positive changes in their careers and

	have been able to progress in technical professions.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The initiative has had a positive impact on the beneficiaries' livelihoods. By providing mentoring, training, and career support, the initiative has helped migrant women improve their employment prospects and gain better opportunities in technical fields. This has resulted in increased income, improved job stability, and enhanced career advancement for the participants. Also, it has contributed to the overall economic empowerment and social integration of migrant women, positively influencing their quality of life and overall well-being.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	It has contributed to innovation in the livelihoods of men and women by promoting inclusivity and diversity in technical fields. It has challenged traditional gender roles and stereotypes by empowering migrant women to pursue careers in technology. To successfully replicate the initiative, certain conditions need to be in place: - Institutional Support, collaboration between government agencies, NGOs, and educational institutions - Economic Investment to sustain the mentoring program, provide training

	opportunities, and support the participants in their career development.
	- Social Awareness and Acceptance
	- Environmental Factors, accessible and safe spaces for mentorship activities, training, and networking events
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	- Integration of Migrants: addressing specific needs of migrants by providing them with valuable support and guidance in their journey towards integration into the host country's society and labour market
	- Focus on empowering migrants, including women, with the necessary skills and knowledge to succeed in technical professions.
	- By promoting diversity and inclusion in the workforce, the practice contributes to building a more equitable and tolerant society.
	- Addressing Labor Market Needs which aims to meet the growing need for talent in these areas by equipping migrants with the required skills.
	- By supporting the integration of migrants into society and the

	workforce, the practice fosters social cohesion
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	Although the information provided does not explicitly mention the initiative being tested in different contexts, the concept of mentoring programs for migrants is a widely recognized and practised approach in various countries. Similar initiatives have been implemented in different contexts globally, demonstrating the adaptability and transferability of such programs. When replicating the initiative in other contexts, it is important to consider the unique characteristics and needs of the target group, as well as the local labour market dynamics and institutional framework. Adapting the program to align with the specific cultural, social, and economic context will increase the chances of successful implementation and positive outcomes for the participants. Furthermore, it is valuable to learn from existing best practices and experiences from similar initiatives in other contexts to inform the adaptation process and ensure the initiative's effectiveness in the new setting.
Constraints What are the challenges encountered in applying the	The initiative has brought innovation to the lives of both men and women by providing valuable support and resources for their career development.

best practice? How have they been addressed?	- Participants have gained new skills, expanded their professional networks, and increased their confidence and belief in themselves.
	- This has resulted in better job opportunities, higher employment rates, and improved socio-economic integration.
	- To replicate this initiative successfully, certain conditions must be met:
	▪ Strong support from relevant institutions such as government agencies, non-profit organisations, and educational institutions.
	▪ Adequate financial investment to sustain and expand the initiative.
	▪ Building awareness and positive social perception of mentorship programs.
	▪ Creating a safe and conducive environment for mentorship activities.
	By considering these conditions, the initiative can be replicated in other contexts, leading to similar positive outcomes for individuals seeking career development and integration support.

Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	- Building strong partnerships and collaborations with relevant stakeholders is crucial for the success of the initiative. - Tailoring the program to the specific needs and challenges of migrants is essential for maximum impact. - Providing mentoring and support services can significantly contribute to the professional development and integration of migrants. - Recognizing the value and potential of migrants' skills and experiences is vital for fostering their empowerment and inclusion. - Continuous evaluation and adaptation of the initiative based on feedback and lessons learned are key to its effectiveness and relevance. - Addressing language barriers and cultural differences through language support and intercultural training can enhance the outcomes of the initiative. - Empowering migrants to become active participants in their own career development is a key principle of the initiative.

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

	- Sharing success stories and showcasing the achievements of program participants can inspire and motivate others. - The initiative highlights the importance of equal opportunities and non-discrimination in the labour market, regardless of migration status. - Providing a supportive and inclusive environment for migrants fosters their self-esteem and resilience, leading to better outcomes.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	- Scaling up the initiative by expanding its reach to more geographical areas or communities. - Collaborating with additional organisations, institutions, or government entities to increase resources and support. - Developing partnerships with employers and industry stakeholders to create more job opportunities for program participants. - Utilising digital platforms and technologies to reach a larger audience and provide virtual mentoring or support.

	- Conducting outreach and awareness campaigns to promote the initiative and its benefits to a wider audience.
	- Incorporating the initiative into existing policies or programs related to migrant integration and employment.
	- Seeking funding or grants to sustain and expand the initiative's activities and services.
	- Sharing best practices and lessons learned with other organisations or initiatives working in the same field.
	- Conducting research and evaluation to gather evidence of the initiative's effectiveness and impact, which can further support its expansion.
	- Engaging in advocacy and policy dialogue to promote the importance of migrant integration and the value of initiatives like this one.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	It effectively addresses the specific needs and challenges faced by migrant women in integrating into the labour market, particularly in technical fields. It offers a comprehensive mentoring program that provides tailored support and guidance, resulting in improved career prospects and increased employment

	opportunities for participants. The initiative has demonstrated positive outcomes, including increased confidence, skills development, and successful job placements. It is grounded in a participatory and gender-responsive approach, considering the unique circumstances and aspirations of migrant women. The initiative also promotes diversity and inclusivity in the workforce, contributing to social cohesion and economic growth. Its replicability, adaptability, and scalability further highlight its status as a best practice in supporting the integration of migrant women into the labour market.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	Many refugees and migrants have sought advice and completed courses at the ÖIF. The federal agency is particularly renowned for its offering of German language courses. Also there is a connection with an employee from this organisation.

Sources

URL / Related website(s) of the practice	https://www.integrationsfonds.at/en/mentoring-for-migrants/
Contact details What is the address of the people or the project to	https://oeifb2c.wertpraesent.com/

contact if you want more information on the practice?	
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	download program folder: https://www.integrationsfonds.at/en/mentoring-for-migrants/ media library for events and publications: https://www.integrationsfonds.at/mediathek/mediathek-startseite

Best Practice 5

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Mentoring Program
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Federal Chancellery

General information about the best practice

Name of the initiative	mintyourfuture
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	N/A
Country In what country(ies) has the best practice been implemented?	Austria
Level of practice Local, national, European, International, other (specify)	National
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Upper Austria

Activity Start date/end date	2012 - ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	FH OÖ Forschungs- und Entwicklungs GmbH
Type of initiative Public | private | other	Career development initiative
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Federal Chancellery, schools, universities, companies, and professional associations related to the fields of science, technology, engineering, and mathematics (STEM). These partnerships enable the program to collaborate, share resources, and provide opportunities for participants to engage with industry professionals and experts: dynatrace, STIWA group, Porsche Informatik, pixelart, Austrian Institute of Technology, BOSCH, Business Software, COSMO Consult, Deloitte, Fronius, Miba, SKIDATA Kudelski Group, SCCH Software competence center hagenberg, UNIQA, WALTER Group

Contents of the best practice

Introduction	The program addresses the context of underrepresentation and gender stereotypes

What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	in the fields of science, technology, engineering, and mathematics (STEM). The challenge being addressed is the limited participation of girls and women in STEM education and careers. The best practice focuses on promoting gender and diversity equality by inspiring and encouraging girls and young women to pursue STEM fields through various activities, mentorship programs, and role models. It aims to break down barriers, challenge stereotypes, and create an inclusive environment that empowers individuals of all genders and backgrounds to explore and thrive in STEM disciplines.
Main goals What are the main goals of the best practice?	- It aims to inspire and empower girls and young women to pursue education and careers in STEM, breaking down gender stereotypes and promoting gender equality in these domains. The program seeks to create an inclusive and diverse STEM community that recognizes and harnesses the talents and contributions of all individuals, irrespective of their gender or background.
Target group Who are the beneficiaries or the target group of the best	girls and women interested in STEM

practice? Who are the users of the best practice?	
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Age ranges may vary, but generally caters to individuals in their early to late teens and young adulthood. The program is inclusive and welcomes participants of all genders, but it's particularly for girls and young women
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	- Providing STEM Education - Promoting Gender Equality in STEM field - Offering Role Models and Mentors: - Supporting Career Development
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	- Collaborative planning - Interactive workshops and events - Role models and mentoring - Networking and community building - Continuous learning and evaluation

Achieved results What were the achieved results of the best practice?	- Increased interest and participation of girls and women in technical fields - Improved access to educational and career opportunities in STEM - Enhanced self-confidence and empowerment among participants - Development of a supportive and inclusive community - Positive impact on participants' academic and professional trajectories
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	- Expanding career options in technical fields - Boosting income potential and financial security - Enhancing employment prospects - Developing skills and expertise in STEM areas - Nurturing personal and professional development - Advancing gender equality and promoting workforce diversity
Innovativeness and success factors In what way has the best practice contributed to an	- Challenging traditional gender roles and stereotypes in technical fields

innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	- Promoting equal opportunities and access to education, training, and employment in STEM areas - Encouraging diversity and inclusivity in the workforce - Empowering individuals to pursue non-traditional careers and break barriers
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	- It addresses a specific need or challenge that is prevalent in the context. - It aligns with the existing priorities, goals, or initiatives in the context. - It effectively responds to the cultural, social, economic, or environmental conditions of the context. - It takes into account the unique characteristics and demands of the target beneficiaries in the context. - It leverages local resources, expertise, or infrastructure to maximise its impact. - It demonstrates a strong understanding of the context-specific dynamics, challenges, and opportunities. - It has been tailored or adapted to suit the specific requirements and circumstances of the context.

Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The best practice has shown potential for adaptability to other contexts due to its flexible nature and transferable principles. While it may require certain modifications to suit specific contexts, the core components and strategies can be replicated. The Program has been tested in various contexts, demonstrating its applicability and effectiveness beyond its original implementation. These tests and experiences have provided valuable insights and lessons that can guide successful replication in different settings.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	- Limited resources: Efforts have been made to secure additional funding, optimise existing resources, and establish partnerships. - Cultural and social barriers: Awareness campaigns and community engagement programs have been conducted to address societal norms and promote acceptance. - Capacity building: Training programs and workshops have been implemented to enhance the skills and knowledge of stakeholders involved. - Sustainability: Sustainability plans, partnerships, and integration into

	existing systems have been prioritised for long-term success. - Monitoring and evaluation: Robust monitoring frameworks and evaluation tools have been established to assess progress and inform decision-making.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	- Recognizing the importance of inclusivity and considering the needs of everyone involved. - Building strong partnerships and working together with different organisations and communities. - Adapting strategies to fit the specific needs and circumstances of each situation. - Learning from experiences and making ongoing improvements to make the best practice even better. - Encouraging and empowering individuals to take charge of their own development and be involved in decision-making.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	- Expanding the best practice to reach more people and communities. - Implementing the best practice in different areas to tackle similar issues.

	- Sharing information and resources to encourage others to adopt the best practice.
	- Collaborating with partners to increase the influence and effectiveness of the best practice.
	- Using technology and online platforms to reach a larger audience with the best practice.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	It has demonstrated its effectiveness in addressing the identified challenges and achieving positive outcomes. It has a clear goal, employs a well-defined methodology, and has achieved significant results in improving the livelihoods and opportunities of its beneficiaries. The practice is innovative, adaptable to different contexts, and responsive to the needs of diverse groups, including gender and diversity considerations. It has also generated valuable lessons and insights that can be shared and replicated by others. Overall, this practice stands out as a successful and impactful approach worth considering as a best practice.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	N/A

Sources

URL / Related website(s) of the practice	https://mintyourfuture.at/botschafterinnen/
Contact details What is the address of the people or the project to contact if you want more information on the practice?	**Kontakt FemTechLab** **Tel.: +43 5 0804 22032** **E-Mail: mintyourfuture@fh-ooe.at** https://mintyourfuture.at/privacy-policy/
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	https://mintyourfuture.at/wp-content/uploads/2023/02/Ditact-Call-for-Lectures-2023.pdf https://www.meetup.com/login/?returnUri=https%3A%2F%2Fwww.meetup.com%2Ffemale-coders-linz%2Fevents%2F291183561 https://www.fh-ooe.at/fileadmin/user_upload/fhooe/kooper

	ation/schulen/allgemein/docs/FHO_22_Workshop-Folder_A4_220829bo_SICHT.pdf https://mintyourfuture.at/wp-content/uploads/2023/04/GirlsAcademy_Programm.pdf

COUNTRY: CYPRUS

NAME OF THE PARTNER: SYNTHESIS CENTER FOR RESEARCH AND EDUCATION

Best Practice 1

Category of best practice

| Category

Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used.

Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches | Urbagri4Women | European Website on Integration (europa.eu)

Ubragri4women | Department of Economic and Social Affairs (un.org) |

General information about the best practice

Name of the initiative	urbagri4Women
Type of document (optional)

Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, | Best Practice |

guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Cyprus, Italy, UK, France, Greece, Portugal, and Austria
Level of practice Local, national, European, International, other (specify)	Local, National and European level
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Nicosia, Cyprus, and Europe wide
Activity Start date/end date	01.12.2016 - 30.11.2018
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	CARDET Cyprus

Type of initiative Public | private | other	NGO (other)
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	TAMAT (coordinating partner, Italy), IED (Greece), AIDGLOBAL (Portugal), SUDWIND (Austria), AMSED (France), CARDET (Cyprus), GYROS (UK).

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	The urbagri4Women project was a two-year initiative that facilitated the integration of migrant women into the labour market and society by encouraging them to participate in various urban farming initiatives. The women's entrepreneurial spirit resulted in urban rehabilitation, which has in turn brought economic, environmental, and social benefits.
Main goals What are the main goals of the best practice?	urbagri4women aimed to foster migrant women's integration into receiving societies via 'urban agriculture labs', paving the way for future effective policies and practices that give local governments a central role in

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

	promoting intercultural dialogue and a welcoming culture.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Migrant Women
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Not stated
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Migrant women frequently have lower integration rates than migrant men, because they tend to face greater discrimination and more obstacles in accessing both education and the labour market within their host society.
Methodological Approach What methodology has been used in order to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons	- Urbagri4Women supported the exchange of good practices, transferring and implementing innovative practices and joint initiatives that foster the integration of migrant women. It achieved this through educational and recreational activities, vocational training, supporting access to the labour market, and anti-discrimination and

and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	cultural initiatives promoting intercultural dialogue and a culture of welcoming communities. - All these activities were carried out with the involvement of local public administrations, social partners, migrant organisations and other relevant stakeholders.
Achieved results. What were the achieved results of the best practice?	- focus groups within the communities of practice. - a transnational network for knowledge sharing and capacity building. - a catalogue of good practices on inclusion, integration, and related policies. - a list of empty spaces within the involved cities which had potential for future use in related activities. - the urban agriculture labs in each partner country. - a SWOT (strengths, weaknesses, opportunities, and threats) analysis of all the urban agriculture labs. - a 'green paper' and manifesto on the integration of migrant women.
Impact on participants	

What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	- In Cyprus, migrant women plan to organize wellbeing inspirational talks. - Local policies in partner countries are placing more emphasis nowadays on migration integration and inclusion and there are opportunities for language courses to begin with.
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	Yes, it is adaptable.

Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	- Poor language skills make it difficult to execute the training modules as planned. - Some migrants are reluctant to join training programmes due to bad prior experience with national programmes' daily training (IT). - . Women were very reluctant to grow fruits, vegetables, etc., this is why men's role emerged as critical to keep the project works running smoothly.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	Because it has succeeded in developing an approach to migrant women integration challenges

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

Have you had any experience with this best practice?

Experience	
Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	Urbagri4Women	European Website on Integration (europa.eu) Ubragri4women	Department of Economic and Social Affairs (un.org)
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Elena Xeni, Project Manager-Researcher elena.xeni@cardet.org
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	Best Practice

Best Practice 2

Category of best practice

Category	
Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Measures to integrate women refugees in the society in Cyprus and to promote multi-cultural society.
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc.) that you used to undertake your searches	https://medinstgenderstudies.org/wp-content/uploads/erf_website.pdf

General information about the best practice

Name of the initiative	Measures to integrate women refugees in the society in Cyprus and to promote multi-cultural society.
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual,	

guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Cyprus
Level of practice Local, national, European, International, other (specify)	National level
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Cyprus, Nicosia
Activity Start date/end date	December 2006
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Mediterranean Institutes of Gender Studies

Type of initiative Public | private | other	public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Mediterranean Institutes of Gender Studies.

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	The Mediterranean Institute of Gender Studies recently completed a year-long project titled "Measures to Integrate Women Refugees in the society in Cyprus and to promote a Multi-cultural Society". The project, involving women refuges directly in most phases, was funded by the European Refugee Fund of the European Commission, and managed by the National authorities in Cyprus. This brief report aims to give a comprehensive summary of the project, describing the activities and processes followed as well as provide information on the eventual outcomes to present.
Main goals	- The project aimed to empirically put into practice and implement state-of-the-art arguments and theories on

What are the main goals of the best practice?	issues of asylum seekers and refugees by directly contacting the people themselves and working with them. - The MIGS project aimed to use a feminist perspective to empower and support women refugees in order to assist to their social integration into the local society in Cyprus and to promote a multicultural, tolerant, diverse environment on the island.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Women Refugees
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The participants to the seminars came from different ethnic and cultural backgrounds with very diverse experiences relating to gender.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	- Another problem identified by the participants was their lack of Greek language skills. - They explained that their main problem in the employment sector [especially those who were recognized as refugees.

	- Accommodation was another major problem brought up by the participants.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	- Throughout the project, dissemination and valorisation had a key role to play, electronically and online, in the press, the distribution of leaflets, by contacting key policy makers, scholars, NGO officials and other stakeholders. - We tried to implement the project in innovative ways, predominantly by taking a very critical feminist perspective in the whole of its duration. - We targeted a very vulnerable social group, women refuges, while attempting to promote gender equality and using a variety of methods and activities ranging from publication and dissemination of leaflets, intercultural evenings, gender empowerment sessions, free Greek language training for six months, and information seminars. - The training seminars were built upon the efforts of teamwork and coordination between the facilitators and the participants as a co-dependent

Achieved results. What were the achieved results of the best practice?	- One measure already adopted by the Asylum Unit to protect women asylum seekers is to accommodate women and/or families at the Kofinou reception centre, a measure which, although not permanent. - Learning the basics of the Greek language also assisted refugee women to communicate and contact members of the local community.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	- Women refugees who participated in the project have argued in the evaluation reports to have become more aware of their rights as refugees in Cyprus in relation to employment, access to health care, education, and welfare.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	

Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	Yes, it is adaptable.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	Integration must be understood as a complex multi-levelled process of engaging both migrants and the host society in terms of their rights and responsibilities where all actors are involved.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice	
Why should this practice be in the collection of best practices?	It addresses some of the main challenges that Migrant women face here in Cyprus

Have you had any experience with this best practice?

Experience	
Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	https://medinstgenderstudies.org/wp-content/uploads/erf_website.pdf
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Mediterranean Institute of Gender Studies 46 Makedonitissas Ave., P.O. Box 24005, 1700 Nicosia – Cyprus, Tel. +35722351275, Fax. +35722353682; email: info@medinstgenderstudies.org Website: http://www.medinstgenderstudies.org
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets,	Best Practice

posters, video and audio documents).	

Best Practice 3

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project (Training Programs and handbook)
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Best Practices | Informer Digital Platform (informerintegration.tools)

General information about the best practice

Name of the initiative	Informer
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual,	Best Practice handbook

guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Cyprus, UK, Sweden, Greece, Italy and Belgium and a European level.
Level of practice Local, national, European, International, other (specify)	Local, national and European level
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Cyprus, Nicosia
Activity Start date/end date	Dec 2020
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Synthesis Centre for Research and Education

Type of initiative Public | private | other	NGO (other)
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Synthesis,

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	The project exists because there are not enough resources available for migrant integration specifically targeted at women.
Main goals What are the main goals of the best practice?	The INFORMER project supports the economic and social integration of RAV (Refugee, Asylum seeker and Vulnerable migrant) women, their capacity to interact and feel at ease in their social environment and

	participate in social and political life. It also supports their move into work and facilitates sustainable labour market integration.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	RAV women (Refugees, Asylum Seekers and Vulnerable migrant women, long term settled female migrants and refugees, NGOs, Charities and other grassroots organizations
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Adult RAV women who do not have their documents as mentees, and Adult RAV women who do have status as mentors
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	This addresses a skills gap. Most migrant support networks do not utilise the knowledge of migrants who have already been through and experienced the migration system. This project fills that gap.
Methodological Approach What methodology has been used in order to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons	The Methodology has been crowdsourcing. The more people who know about the project, the more people can teach and learn from each other. RAV women were interviewed in the early stages of the project to identify their needs in terms of teaching content.

and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	
Achieved results. What were the achieved results of the best practice?	A handbook of best practices as well as an online platform where mentors and mentees can find each other.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	Participants who have signed up can now find willing mentors in integration in Cyprus. Further, those mentors can earn qualifications which reflect their knowledge gained through experience in the integration process.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	In terms of conditions and innovativeness, the project's utilisation of the online space is very helpful. It creates a safer place for women that is easily accessible. The economic conditions of participants, both mentors and mentees, do require much time that many participants of this group cannot afford to give.
Relevance given the context.	It is relevant because integration, much like the rest of society, is gendered. Despite this, most resources do not address gender.

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

Why is the practice relevant for the context in which it was rolled-out?	
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	It is extremely adaptable, working deliberately at the local and European level.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	N/A – Feedback is not yet collected and synthesised
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The online platform could be made more public and be made to include many more members.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	It directly addresses gendered issues of migration in Cyprus (which is rare). It also unusually emphasises empowerment beyond the economic and educational field. For example, good mental health is stressed in one module.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	No, but my organisation was.

Sources

URL / Related website(s) of the practice	Home (informerintegration.com)
Contact details What is the address of the people or the project to contact if you want more information on the practice?	https://theopportunitycentre.com/ (Project's coordinator)
Related resources Please list the relevant resources that have been developed by the best practice (training manuals,	- MOOC (For training mentors) - Online Platform (so that mentors can find mentees) - Handbook of Best Practices

guidelines, fact sheets, posters, video, and audio documents).	

Best Practice 4

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	WINGS and BEST PRACTICE HANDBOOK
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	WINGS_IO1_Building-Basic-Skills-Handbook_English-1.pdf (wingsprojecterasmus.eu). IO3: "MY WINGS": A multimedia good practice e-booklet - Wings (wingsprojecterasmus.eu).

General information about the best practice

Name of the initiative	Wings
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a	Best practice handbook.

case study, a manual, guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Cyprus, Greece, Malta, Italy, Spain and the Netherlands and European level
Level of practice Local, national, European, International, other (specify)	Local, National and European level
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Cyprus (Nicosia and Larnaca), Greece, Malta, Spain, Italy and the Netherlands
Activity Start date/end date	11/11/2020 to 11/10/2022
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Synthesis Centre for Research and Education

Type of initiative	
Public | private | other	Public

Partnership implementing the initiative.	
Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Synthesis in Cyprus, GLOCAL FACTORY in Italy, HIGGS in Greece, GEINNOVA in Spain, SKILLS ZONE in Malta and NETWERK in the Netherlands. Carrying and Implementing activities gotten from the handbook in their local communities.

Contents of the best practice

Introduction	
What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	The focus is on the difficulties, problems and misunderstanding migrant women can find in their daily lives with the culture of hosting country. Women in general can face extra challenges in life and being a migrant woman in a foreign country, with in a different culture, it is possible to need extra support in specific situations.
Main goals What are the main goals of the best practice?	- For women to Comprehend the importance of cultural induction for their successful integration. WINGS_IO1_Building-Basic-Skills-Handbook_English-1.pdf (wingsprojecterasmus.eu)

	- The main goal is equally to bring awareness on the issues that migrant women face and an insight on their everyday life. MY WINGS e-booklet English (wingsprojecterasmus.eu)
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	- Migrant women, and particularly migrant women who are not in employment, education or training due to family and childcare obligations. - Adult educators and non-formal trainers for adult learners.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	This Output is an integrated set of materials designed to give educators and/or non-formal trainers who support adult learners, migrant support workers and adult education managers specific tools on how to provide knowledge and skills that will empower migrant women to become financially, culturally and socially active within the host countries and host communities.
Methodological Approach	- The WINGS consortium with the strategic guidance from the coordinator, NWP, was able to start

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	preparing and recruiting at least at least 2 months prior to the beginning of the actual training. - All partner organisations created some sort of communication material, either printed or digital to disseminate the start of the training programme. In Cyprus Synthesis created a google form in which they mentioned the goals of the training. asked for basic participant's information. They then posted it in 2 platforms that inform migrants about any training and/or job opportunities (Help Refugees Work and PandPas Social Café).
Achieved results. What were the achieved results of the best practice?	- Thanks to the training migrant women in Italy, Spa in, Greece, Cyprus, Malta, and the Netherlands found themselves in a supportive and friendly environment that helped them to open about the challenges they all deal with to a certain degree daily. - Successful completion of the training increased the self -confidence, independence, and resiliency of most women participants which could, in turn, help their settlement and integration into local societies. IO2-National-Report-WINGS-2.pdf (wingsprojecterasmus.eu)

Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	- Women from all partner country mentioned that the WING program which covered aspects such as Labour rights and labour market orientation, job interview skills, CV writing etc greatly reduced their anxiety by painting a more realistic picture of what is before them. - They mentioned that they plan to incorporate what they learned during the training while actively looking for a job. IO2-National-Report-WINGS-2.pdf (wingsprojecterasmus.eu). under participants' feedback
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	
Relevance given the context.	The Practice handbook is important because it directly addresses and provide solution to

Why is the practice relevant for the context in which it was rolled-out?	most of the challenges female migrant face. Very few programmes address these needs.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The best practice is very adaptable in both National and European level.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	- Migrant women had the opportunity to enhance and develop their knowledge around local processes (administration, labour rights, work culture, cultural traits and elements, etc.) that could support their smooth integration into the social and economic nexus of a new - unknown- country/ society, and even prevent discrimination against them that often is a result of cultural miscommunication. MY WINGS e-booklet English (wingsprojecterasmus.eu). under benefits for the learners.

Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	Because it addresses most of the challenges migrant women face in Cyprus and other European Countries.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	Yes

Sources

URL / Related website(s) of the practice	- IO2-National-Report-WINGS-2.pdf (wingsprojecterasmus.eu). - WINGS_IO1_Building-Basic-Skills-Handbook_English-1.pdf (wingsprojecterasmus.eu) - MY WINGS e-booklet English (wingsprojecterasmus.eu)

	- Home EN - Wings (wingsprojecterasmus.eu)
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Contact us - Wings (wingsprojecterasmus.eu)
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	MOOC (for NGOs) Handbook of Best Practices

Best Practice 5

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	WINGS and BEST PRACTICE HANDBOOK
Databases used.	WINGS_IO1_Building-Basic-Skills-Handbook_English-1.pdf (wingsprojecterasmus.eu).

Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	IO3: "MY WINGS": A multimedia good practice e-booklet - Wings (wingsprojecterasmus.eu).

General information about the best practice

Name of the initiative	Wings
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Best practice handbook.
Country In what country(ies) has the best practice been implemented?	Cyprus, Greece, Malta, Italy, Spain and the Netherlands and European level
Level of practice Local, national, European, International, other (specify)	Local, National and European level
Location /geographical coverage	Cyprus (Nicosia and Larnaca), Greece, Malta, Spain, Italy and the Netherlands

What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	
Activity Start date/end date	11/11/2020 to 11/10/2022
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Synthesis Centre for Research and Education
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Synthesis in Cyprus, GLOCAL FACTORY in Italy, HIGGS in Greece, GEINNOVA in Spain, SKILLS ZONE in Malta and NETWERK in the Netherlands. Carrying and Implementing activities gotten from the handbook in their local communities.

Contents of the best practice

Introduction	The focus is on the difficulties, problems and misunderstanding migrant women can find in

What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	their daily lives with the culture of hosting country. Women in general can face extra challenges in life and being a migrant woman in a foreign country, with in a different culture, it is possible to need extra support in specific situations.
Main goals What are the main goals of the best practice?	- For women to Comprehend the importance of cultural induction for their successful integration. WINGS_IO1_Building-Basic-Skills-Handbook_English-1.pdf (wingsprojecterasmus.eu) - The main goal is equally to bring awareness on the issues that migrant women face and an insight on their everyday life. MY WINGS e-booklet English (wingsprojecterasmus.eu)
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	- Migrant women, and particularly migrant women who are not in employment, education or training due to family and childcare obligations. - Adult educators and non-formal trainers for adult learners.

Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	This Output is an integrated set of materials designed to give educators and/or non-formal trainers who support adult learners, migrant support workers and adult education managers specific tools on how to provide knowledge and skills that will empower migrant women to become financially, culturally, and socially active within the host countries and host communities.
Methodological Approach What methodology has been used in order to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	- The WINGS consortium with the strategic guidance from the coordinator, NWP, was able to start preparing and recruiting at least at least 2 months prior to the beginning of the actual training. - All partner organisations created some sort of communication material, either printed or digital to disseminate the start of the training programme. In Cyprus Synthesis created a google form in which they mentioned the goals of the training. asked for basic participant's information. They then posted it in 2 platforms that inform migrants about any training and/or job

	opportunities (Help Refugees Work and PandPas Social Café).
Achieved results. What were the achieved results of the best practice?	- Thanks to the training migrant women in Italy, Spa in, Greece, Cyprus, Malta, and the Netherlands found themselves in a supportive and friendly environment that helped them to open about the challenges they all deal with to a certain degree daily. - Successful completion of the training increased the self -confidence, independence, and resiliency of most women participants which could, in turn, help their settlement and integration into local societies. IO2-National-Report-WINGS-2.pdf (wingsprojecterasmus.eu)
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	- Women from all partner country mentioned that the WING program which covered aspects such as Labour rights and labour market orientation, job interview skills, CV writing etc greatly reduced their anxiety by painting a more realistic picture of what is before them. - They mentioned that they plan to incorporate what they learned during the training while actively looking for a job. IO2-National-Report-WINGS-2.pdf (wingsprojecterasmus.eu). under participants' feedback

Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	The Practice handbook is important because it directly addresses and provide solution to most of the challenges female migrant face. Very few programmes address these needs.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The best practice is very adaptable in both National and European level.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	

Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	- Migrant women had the opportunity to enhance and develop their knowledge around local processes (administration, labour rights, work culture, cultural traits and elements, etc.) that could support their smooth integration into the social and economic nexus of a new -unknown- country/ society, and even prevent discrimination against them that often is a result of cultural miscommunication. MY WINGS e-booklet English (wingsprojecterasmus.eu). under benefits for the learners.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	Because it addresses most of the challenges migrant women face in Cyprus and other European Countries.

Have you had any experience with this best practice?

Experience	Yes

Have you experienced/been involved in the best practice? Please specify.	

Sources

URL / Related website(s) of the practice	- [IO2-National-Report-WINGS-2.pdf (wingsprojecterasmus.eu)](). - [WINGS_IO1_Building-Basic-Skills-Handbook_English-1.pdf (wingsprojecterasmus.eu)]() - [MY WINGS e-booklet English (wingsprojecterasmus.eu)]() - [Home EN - Wings (wingsprojecterasmus.eu)]()
Contact details What is the address of the people or the project to contact if you want more information on the practice?	[Contact us - Wings (wingsprojecterasmus.eu)]()
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	[MOOC (for NGOs)]() [Handbook of Best Practices]()

NAME OF THE PARTNER: VNB E.V.

Best Practice 1

Category of best practice

Category	
Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Not applicable (known by experience)

General information about the best practice

Name of the initiative	
Name of the initiative	Sprachcafé language café
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual,	Not applicable (known by experience)

guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Germany
Level of practice Local, national, European, International, other (specify)	local
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Lower Saxony, Barnstorf
Activity Start date/end date	November.2022 - ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	VNB Nordwest
Type of initiative Public | private | other	Private NGO

Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	The project was implemented by the VNB Nordwest in cooperation with integration networks in the county of Diepholz. They cooperated in participant acquisition. The funding was not local, coming from state and federal level.

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	The village of Barnstorf is a rural area, where the supply with language learning courses is weak especially when it comes to meeting the needs of migrant women. In addition, there are little opportunities for migrant women to meet or attend language courses, because they live isolated in small villages with poor public transport.
Main goals What are the main goals of the best practice?	The main goal of the Sprachcafé is to give migrant women a place where to meet on regular basis and combine this with basic language training in German
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	The main target group are migrant women who live in and Barnstorf and the county of Diepholz.

Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The participants are woman between the age 30 – 45 years. They come from Iraq, Syria, Togo and Afghanistan. It is a group of 10 to 12 woman which are very heterogenous from their educational background. Ranging from being illiterate to studied teacher.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	The need to meet other migrant women The need to talk to women in similar situations. The need to strengthen self-confidence. The need to acquire basic German language training.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The methodological approach aims at the empowerment of the participating women. It supports them in the process of orientation and building up their lives in Germany dealing with themes like education, language, family, employment etc. The Sprachcafé is a low threshold offer of a room, which the women can use according to their needs. They chose i.e. the themes for the meetings. The role of the VNB staff is to enable things i.e., invite a midwife for a session. These meetings are combined with acquiring basic German language skills with different methods like by teaching, discussion, practical exercises etc.

Achieved results. What were the achieved results of the best practice?	The women are empowered to be in control of their one destiny. They acquire knowledge and skills to orientate themselves in the integration process. They acquire basic German language skills.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The women develop self-consciousness and ambition to accomplish more. This can be to be able to write one´s name or to try to call the doctor oneself. They develop self-confidence and the power to try new things.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	One condition for the success was the experience of the VNB with Sprachcafés. The project had to be adopted to the specific target group and new circumstances and was innovative in that respect. Two main conditions for success can be identified. First a person who is responsible for the Sprachcafé. She must be reliable (for the target group) committed, trustful and appreciative. She should be approachable for different topics and able to give support. Second condition is the place for the Sprachcafé. It is positive, if the place has an "open door" meaning that it is easily accessible i.e. because a lot of activities are happening there.
Relevance given the context	In rural areas it is more difficult for migrant communities to organize themselves, because they are smaller and potential members far

Why is the practice relevant for the context in which it was rolled-out?	apart. Here are limited opportunities locally and a venue is important.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The practise is apt for upscaling (question below). Thus, it should be transferable to other contexts, which has not been tested yet.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Beforehand there was the question: How can I reach woman who don´t know the language and are not able to read? Thus, ways with no or little reading necessity were chosen i.e. to involve members of the target group, to go to places, where they meet, to develop an easily accessible invitation (Picture of the house, where the meeting takes place, Starting date, mobile number and WhatsApp for contact. As content "German".) Another challenge was the inconstant participation. As an reaction WhatsApp messages were send shortly before the meeting.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	One important message is self-reliance. That means to take over task, which are usually done by other people. This can include i.e., how do I react, when I do not understand a sentence on the telephone. Another important message is that I am available and responsible for my children. That

	is my task. For that reason, I must gain some language skills. The children are not there to be my translator. For that reason, it is an aim, that the woman don´t bring their children to the Sprachcafé
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The chances for up scaling the project are very good. It has basic conditions like a physical room and a contact person/language teacher which are not that difficult to provide. As the content of the meeting is orientated at the needs of the participating women the main challenge is to organize a productive and supporting group process.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	The project is a proven low threshold offer for migrant women to empower themselves.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	The best practice is a project running in a branch of the VNB e.V.

Sources

URL / Related website(s) of the practice	www.vnb.de

Contact details	
What is the address of the people or the project to contact if you want more information on the practice?	VNB NordWest Bahnhofstr.16 49406 Barnstorf
Related resources	
Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	none

Best Practice 2

Category of best practice

Category	
Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	project
Databases used	
Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth,	Not applicable (known by experience)

| etc) that you used to undertake your searches | |

General information about the best practice

Name of the initiative	Amin - von Frauen für Frauen (by women for women)
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Not applicable (known by experience)
Country In what country(ies) has the best practice been implemented?	Germany
Level of practice Local, national, European, International, other (specify)	state
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible,	Amani was implemented in the State of Lower Saxony. The main office of baobab - zusammensein e.V. is situated in Hannover the capital of lower saxony.

the country, region, town and village	
Activity Start date/end date	2017 - 2019
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	baobab -zusammensein e.V. Georgswall 3 30159 Hannover info@baobab-zs.de www.baobab-zs.de
Type of initiative Public | private | other	Privat NGO
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	The project was implemented by baoabab-zusammensein e.V.. It was partially funded by the social ministry of Lower Saxony.

Contents of the best practice

Introduction	Baobab – zusammensein is a migrant organization for African migrants and had its services very successfully offered mainly in the

What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	capital of lower saxony Hannover. They were addressed by the Ministry for Social Affairs to expand their services all over Lower Saxony with an emphasis on rural areas and women. The ministry provided funding for 3 years.
Main goals What are the main goals of the best practice?	1. Expansion of services and counselling in heath, integration, and participation for African women all over Lower Saxony. 2. Empowerment of African women.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	The target group were African migrant woman living in lower saxony. They were addressed because they are short of resources, especially if they are living in rural areas.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The women were between 25 to 40 years old, they came from different African countries and had a university degree, professional education or high school diploma. One part of them came with the degrees to Germany, others reached them while staying here.
Needs of participants (at the beginning of the initiative)	The needs of the women are: - strengthening, - empowerment,

To what kind of needs is the best practice responding?	• building network, • decoupling from men and • self-reliance.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The first step was to identify women who wanted to learn, how they could solve their problems. They were part of the community and boabab as a migrant organization had access to them through the services they offered. These women were addressed and asked, if they would like to become multipliers in the places they lived. A group of women from different regions in Lower saxony was established. They came together on a regular basis in Hannover to exchange, discuss and be trained in different topics. The aim was to enable the women to build their own network locally. This network would connect the local African community with local institutions and services. The women were enabled to become a representative for their community and therefor attract other women to work together.
Achieved results What were the achieved results of the best practice?	The result was a network of women's group in Lower Saxony. These groups work within their local network and stay in contact with the main office of baobab for support, information, and regular training.
Impact on participants	The impact on the woman was empowerment and strengthening. They became aware of

What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	traditional values and colonialism and changed their approach to the German society. They developed new orientation and values and found perspectives to take their live to their one hands.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	The project is innovative because it originates in the community. It was not developed outside but developed and implemented by the African community. It made the voice of African migrants heard. That is the main condition for success. In addition, there is baoabab. – zusammensein e.V. which can assume a bridging function between African migrants and the German society. In this context it is important that the German society is willing to change. The skills, ability and competences of Africans must be acknowledged even by public authorities. Respect, approval and empathy from both sides are conditions for success. Building mutual trust is one way.
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	The practice is relevant because is supports a group (African migrant women) which is a marginalized part in society to play an active role.
Adaptability to other contexts Is the best practice adaptable to other contexts?	The practise is adaptable under certain conditions. First is the need for change in the marginalized group and the society. Then it can be transferred to other target groups.

Has the best practice been tested in different contexts?	It can also be transferred to migrant groups in other European countries. Then an analysis oft the needs and interests of the community is necessary.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	The problems of the community must be addressed openly. This is only possible if the organization and/or the person doing the project have the trust of the participants. Then possibilities and challenges in the process can be discussed.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	Take your fate into your hands!
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The project is continuing and developed into an ongoing process for the development of baoab – zusammnesein e.V. by working with additional target groups and themes.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	The practise was chosen because it is a role model for empowerment through the community.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	Yes, partly. Baoab - zusammensein e.V. became a member of the VNB network during the project.

Sources

URL / Related website(s) of the practice	http://www.baobab-zs.de/
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Kass Kassadi info@baobab-zs.de
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	See the website

Category of best practice

Category	
Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Service implemented by the state of Lower Saxony
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Not applicable (known by experience)

General information about the best practice

Name of the initiative	Kooperative Migrationsarbeit Niedersachsen KMN Cooperative migration work in Lower Saxony
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual,	Not applicable (known by experience)

guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Germany state of Lower Saxony
Level of practice Local, national, European, International, other (specify)	Statewide
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify when possible, the country, region, town and village	The KMN is in Lower Saxony. it is a network consisting of several element especially the migration work which is located on local and state level and coordination offices for migration and participation which are in every county.
Activity Start date/end date	2000 until now
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	The ministry for social affairs, work, health and equality of Lower Saxony

Type of initiative Public | private | other	public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	The KMN started as a network of the counselling services for migrants funded by the state of Lower Saxony. It consists of 10 networks (Regionalverbünde) covering the whole area of Lower Saxony. Each networks meets 4 times a year and the head of the regional networks also meet 4 times a year with the coordination in the ministry. Over the years the network developed i.e. the state funded a coordination office for migration and participation in each county. Other institutions and programmes on local, state-wide, or federal level joined the network. It is open for all stakeholders on regional and municipal level with State, Federal or Eu funded programs in the area of migration and participation.

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is	Lower saxony is a state with a lot of rural areas. According to German law, asylum seekers are distributed according to the number of inhabitants in a state, a county, a municipality. Thus, there are refugees and migrants in every municipality including villages in rural areas with a poor infrastructure. Services for migrants were concentrated in cities and fundamental

sensitive to gender and diversity.	services and know-how not or hardly available in rural areas.
Main goals What are the main goals of the best practice?	The main goals were: - establish a network of migration services for Lower Saxony which cover all areas. - to offer support to all refugees and migrants including those in rural areas - to support integration in the labour market - to offer training for professionals working in the network - to support migrant self-organisations - to support structures for volunteers
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	- There are two main target groups: - migrants and refuges living in Lower Saxony - professionals working with this target group in the network KMN
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The profile is covering all ages, genders and educational backgrounds.

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	The need of the migrants and refugees is to get support during their asylum procedure or their integration process in Lower Saxony. The need of the professionals is to have a network of the organisations who are involved in the integration process of migrants and refugees.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The building of the network started with the funding of counselling services for refugees. The funding goes to private NGOs and welfare organisations. It started with 200 full time jobs and changed depending on the numbers of migrants coming to Lower Saxony. These services were bundled in 10 regional networks. In addition, each county of Lower Saxony (45) received one full-time position for the coordination office for migration and participation. This structure is the core of the KMN network, which is completed i.e. by other federal programs like migrations services for youth or adult migrants. It can easily adapt to acute development like the refugees from Ukraine, who came in high numbers directly into municipalities without going through asylum centres.
Achieved results. What were the achieved results of the best practice?	The main results are:

	- A state-wide network which provides counselling and support for refuges and migrants all over Lower Saxony. - It contributes to quality assurance and development in the field of migration and participation in Lower Saxony - Its structure can react to acute developments
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The impact on the main target group migrants and refugees in Lower saxony is positive, because they have access to counselling and support. The impact of professionals working in the KMN network is positive, because they get support in their work.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	The KMN is innovative, because it is a state-wide network for migration and participation processes, which is unique in Germany. One factor of success is the funding provided by the state and the coordination by the ministry. Another is the building of 10 regional networks for migration services which provides information and communication from ministry to social services on site and vice versa. Further the open structure of the network makes it adaptable to different circumstances and promotes networks beyond the usual structures like welfare organisations, unions, lobby groups.

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	The KMN is important, because it is a network which covers the whole state of Lower Saxony with an emphasis on rural areas.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The practise has not been tested in a different context. It could be adapted to another context, but that would require a financial commitment, as described above.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	The financial resources for the core structure of the KMN are questioned by politics from time to time. Protest from all the different groups who are part of the network prevented that up to now.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	It is possible to develop networks which cover rural areas and urban surroundings at the same time, but it takes money, time and dedication of the participants.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	It would be possible to up-scale the best practise, but a financial investment is necessary.

Reasons for choosing this best practice.

Choice	Because it is a unique network for support of migrants and refugees in Germany which puts a special emphasis on rural areas.
Why should this practice be in the collection of best practices?	

Have you had any experience with this best practice?

Experience	Yes, the VNB is head of one of the 10 regional networks.
Have you experienced/been involved in the best practice? Please specify.	

Sources

URL / Related website(s) of the practice	https://www.ms.niedersachsen.de/startseite/integration/migration_und_integration/integration_in_niedersachsen/das-netzwerk-kooperative-migrationsarbeit-niedersachsen-95623.html
Contact details

What is the address of the people or the project to contact if you want more information on the practice? | Ministerium für Soziales, Gesundheit und Gleichstellung
Referat Migration und Teilhabe
Postfach 1 41, 30001 Hannover
Tel.: 0511 /120-5953, Fax: 0511 / 120-5953 oder
Tel.: 0511 / 120-5974, Fax: 0511 / 120-99-5974
E-Mail: kmn@ms.niedersachsen.de |
| Related resources | see website |

Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	

Best Practice 4

<u>Category of best practice</u>

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Training Program
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Not applicable (known by experience)

<u>General information about the best practice</u>

Name of the initiative	ARISE local implementation. European AMIF project combined with local training course

Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Not applicable (known by experience)
Country In what country(ies) has the best practice been implemented?	Germany
Level of practice Local, national, European, International, other (specify)	International and local
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify when possible, the country, region, town and village	The local training course took place in the county of Nienburg/Lower Saxony The AMIF partnership involved organisations from Italy, France Greece, Austria, Sweden, and Germany
Activity Start date/end date	2017 -2019

Responsible and/or promoting organisation. What organisation was responsible for the best practice?	For Germany the VNB NordWest
Type of initiative Public | private | other	private
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	The partnership consisted of three major parts. The AMIF transnational project ARISE network, the network on state level Koordinierungsstellen Frau und Wirtschaft/ coordination offices women and business and the local coordination office in Nienburg with a special emphasis on migrant women.

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	Nienburg is a county in the rural areas of lower saxony. It is part of the statewide network of coordination offices for woman and business. At that time, it started an emphasis on widening their services to migrant women as a new target group. They had funding and knowhow on giving orientation and information but could not provide qualification and training for migrant women. At that point the AMIF project jumped in with them know how and project aim of offering

	training for migrant woman who wanted to start an enterprise. They cooperated with the coordination office for a qualification for migrant women planning to get self-employed and starting their own enterprise. The course itself was developed, organized, and funded through the AMIF; the socio-pedagogical support was provided by the coordination office. It was a win situation and perfect match of different organisations working on the same aim thus coming to new solutions.
Main goals What are the main goals of the best practice?	The aim of the ARISE project is to promote the social and entrepreneurial capacities of migrant women. The project will foster the development and implementation of economically sustainable food-related innovative business ideas to promote mutual learning between the culture of migrant women and the one of the welcoming communities. The 24 coordination offices Frau und Wirtschaft are a contact point for women for all questions related to employment especially for returning into the labour market. The coordination office had an emphasis on migrant women and their integration into the labour market.
Target group	.The target group are migrant woman living in the county of Nienburg or surrounding areas

Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	who want to set up their one business . They are often not familiar which German regulations or funding opportunities and seek support in setting up a business plan etc.,
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The target group were ??? women between the age? ?. They were diverse in their language skills. reaching from A1 to B2. All had an educational background of vocational training/university degree in their country of origin or Germany.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	The needs can be divided into 2 parts. First the needs of the participating woman. They needed support in pursuing their aim to set up an enterprise. Besides the knowledge there is a need for empowerment which cannot be fulfilled by regular training. One important factor is the ability to negotiate in a language which is not the mother tongue. That needs a special kind of rhetoric training, which also includes to respond to prejudices and discrimination. The other need is those of the participating organisations. They have a need for knowledge, funding, and infrastructure. By cooperating they can raise the resources to set up a training course.
Methodological Approach	The methodical approach was to use the knowledge and capacities of a transnational AMIF project to improve the situation of

What methodology has been used in order to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	migrant women in a rural area by using existing organisations. The training course was developed through the experience of 5 organisations in 5 different countries. The organisations in Nienburg wouldn´t have been able to set up a training course without the input of the ARISE project. The cooperation in which the organisations contributed their respective strengths made it possible to realise a course to empower migrant women in rural areas.
Achieved results What were the achieved results of the best practice?	The main result was the training course, which opened new possibilities in the labour market for the participating women. Furthermore, new cooperation between the organisations taking part in the project were established.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The impact on the women was positive. The evaluation showed that they felt strengthened and empowered. Some opened their own business, other set up a businessplan to be realised later, others decided to go into further qualification. On the organisational level a new network was set up.

Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	The combination of expertise on European level and direct implementation on local level opens new possibilities for implementing measures for vulnerable target groups like migrant women. The openness of the participating organisation is necessary, to try new strategies and cooperations.
Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	The practise is relevant because it shows possibilities to offer migrant women training in rural areas.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The practise has not been tested in different contexts, but it could be adaptable to other contexts i.e. other vulnerable groups in rural areas.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	The challenge is to combine the different levels of activities on European and local level. It its need explaining the different systems and an openness of all partners involved.

Lessons learned What are the key messages and lessons learned to take away from the best practice experience?	Especially in rural areas cooperation is needed to improve the situation of woman in rural areas.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	By using the "Appetite for Enterprise" Toolkit (link below)

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	The combination of a European project with the work of a institution to support women's integration in the labour market and a local training course pushed the topic of migrant women in rural areas and employment in a successful and sustainable way.

Have you had any experience with this best practice?

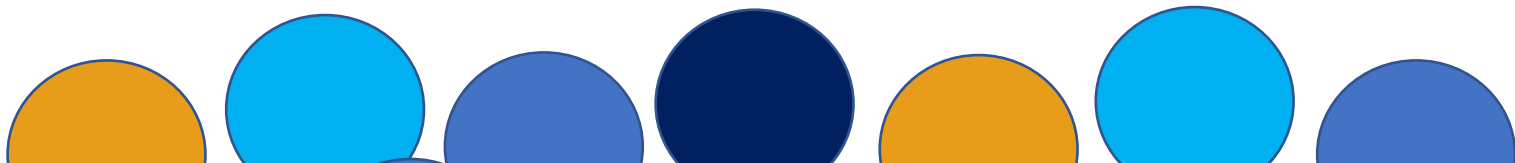|	
Experience Have you experienced/been involved in the best practice? Please specify.	The VNB was partner in the European Network and cooperation partner with the KO-Stelle Plus for the local Training course.

URL / Related website(s) of the practice	https://www.arise-network.eu/ website of the EU project
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Tino Boubaris VNB NordWest tino.boubaris@vnb.de
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	ARISE - The "Appetite for Enterprise" Toolkit https://www.arise-network.eu/wp-content/uploads/2019/04/D3.8-ARISE-toolkit-EN.pdf

Best Practice 5

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used	Not applicable (known by experience)

Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	

General information about the best practice

Name of the initiative	Elmigra – Eltern mit Migrationshintergrund („Parents with Migration Background ")
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Not applicable (known by experience)
Country In what country(ies) has the best practice been implemented?	Germany
Level of practice Local, national, European, International, other (specify)	local
Location /geographical coverage	The practice was implemented in the county of Nienburg, which is one of 45 counties of lower saxony. It has a size of about 1.400

What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	square kilometres and 121.000 inhabitants living in 9 subunits consisting of 36 villages and small cities.
Activity Start date/end date	starting from 2008 ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	County of Nienburg Koordinierungsstelle Migration und Teilhabe (coordination office for migration and participation)
Type of initiative Public | private | other	public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	The practice was initiated by the county of Nienburg with a partnership of the Ethnomedizinisches Zentrum (ethno-medical centre) in Hannover until 2019

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	The initial situation was that there had been feedback from kindergartens that the knowledge and competences about education is poor in the group of migrant parents that had newly arrived. There was no systematic way for informing them.
Main goals What are the main goals of the best practice?	The main goal is to bring information about education to newly arrived parents with small kids.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	The first target group are migrant parents with young kids. The second target group are multipliers. Even so the initiation for the training was directed to women and men, there have been only 3 men in the project over the years.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The first participants were parents with small kids. That was the only condition to take part. Country of origin, religion, education level etc. were diverse.

	The second participant group (multipliers) were women between 18 (full-aged) and 50 years old.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	The needs of participants were on one hand to get information and assistance to support their children in kindergarten. On the other hand, the multipliers needed skills to work in their communities.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The method is a peer-to-peer approach. A group of migrant women was formed to work as multipliers. They were trained in content (about kindergarten, education) and methods (group dynamics etc.) After the training they offered meetings in their living rooms and established groups with women from their community. The living room offered a safe space for the women to give them information which would help them to support their children. They could also talk about problems and challenges. The process was accompanied by an internal evaluation which made it possible to adapt to the needs of the women. The multiplier group has regular trainings on different topics and gets an allowance for working as a volunteer. The content and methods have been changed and adapted since 2008 but the core peer to peer approach is used since today. One key factor

	for success was the trust and appreciation for the woman in the multiplier group.
Achieved results What were the achieved results of the best practice?	There is a group of multipliers working as peers in their community. A lot of them are empowered by their activity and continue with professional training. The situation in the kindergartens has improved and a system to respond to arising challenges has been established. The methods of reaching migrant parents have been developed i.e. information leaflets and audio messages in several languages.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The positive impact on the multipliers was the education they got through the training. A lot of them left the project to continue with professional training or employment. That was on the other hand a negative effect for the project organisers. The impact on the parents was positive because they could better support their children. Some parents became multipliers. The project team would prefer to work on a data-based description of situation and evaluation, but that would be expensive. Some multiplier exploited the system of the living room meetings. The model had to be adapted. Now the groups meet in public spaces.

Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	In 2008 the peer-to-peer approach was innovative. The concept for the project won the integration prize of Lower Saxony in this year. Conditions for success are: - a good network - appreciation for the multiplier team - taking the needs of the parents seriously - giving expense allowance to the multipliers
Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	The practice is relevant because it meets the ascertained needs and relieves the kindergartens.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	Yes, the practise is adaptable and has been used for the project "Alltagsbegleiter" ("Everyday companions") since 2017.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Challenges have been changes in the team of multipliers. This have been met by regularly recruit new ones. Another challenge is raising funds for the project.

Lessons learned What are the key messages and lessons learned to take away from the best practice experience?	Migrant women should be given more confidence in their abilities from the outside. More participation should be made possible.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The project started with kindergartens. It was transferred to other areas like health or older children/School. It was adapted to new needs i.e. Ukrainian refugees,

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	The project was chosen because it is a successful example for a municipality to promote a peer-to-peer approach to empower migrant women in rural areas.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	The VNB was not involved

Sources

URL / Related website(s) of the practice	https://www.lk-nienburg.de/portal/seiten/elmigra-eltern-mit-migrationshintergrund-901000767-21500.html

Contact details What is the address of the people or the project to contact if you want more information on the practice?	Koordinierungsstelle Migration und Teilhabe Leitung: Carmen Prummer Rümkorffstr. 12 31582 Nienburg Tel. +495021 967-686 migration@kreis-ni.de http://www.kreis-ni.de/
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	Concept of Integration for the county Nienburg https://www.lk-nienburg.de/portal/suche.html?suchbegriff=Integrationskonzept

COUNTRY: ITALY

NAME OF THE PARTNER: EXEO LAB

Best Practice 1

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Training programme
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Websites

General information about the best practice

Name of the initiative	"TORINO LA MIA CITTÀ": IMPARIAMO L'ITALIANO - DIVENTIAMO CITTADINE - "TURIN MY CITY': LET'S LEARN ITALIAN - LET'S BECOME CITIZENS
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information	Project sheet

sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Italy
Level of practice Local, national, European, International, other (specify)	Local
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	The city of Turin, the province and the entire Piemonte region.
Activity Start date/end date	2000 - Ongoing
Responsible and/or promoting organisation What organisation was responsible for the best practice?	Mondi In città - ONLUS

Type of initiative Public | private | other	Public
Partnership implementing the initiative Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	Since 2000, the 'Turin my city' project has offered free language training and citizenship education activities to North African women of Arab-Islamic culture, accompanied by their pre-school children.
Main goals What are the main goals of the best practice?	Integrating migrant women into the society through teaching Italian and participating in various inclusive activities such as workshops and seminars
Target group	North-African women

Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Young mothers with their children
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Learning the Italian language and playing an active citizenship role in society.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	During two consecutive hours of lessons, two days a week, the enrolled students, divided into groups of homogeneous levels, follow a literacy course in Italian language, arithmetic, and civic education (120 hours). Each group is followed by an expert teacher in L2 (second language) and a volunteer suitably trained in North African culture and/or a trainee from the University of Turin.

Achieved results. What were the achieved results of the best practice?	In 18 years, more than 3,000 women have enrolled in the courses, with an impact on their families of an estimated 12,000.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	More than 70% of the enrolled women have attended the courses for at least two to three years and about 1,500 women have obtained a lower secondary school certificate.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	In addition to Italian courses, there are also individual counselling, active citizenship courses and workshops. Guided tours of the city are also organised to help migrant women get to know their own district, Turin's main streets and squares, as well as its museums, civic libraries, and places of worship; film forums are also organised to watch films on migration and so on.
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	To facilitate integration into the social context and in creating opportunities for multicultural and multireligious exchange and confrontation.
Adaptability to other contexts	Yes, it is. The language of the country in which migrant women live is the first obstacle to

Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	overcome in order to start their integration process into society.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Many men among migrants do not want their women to integrate into the society.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	For the proper integration of migrant women, it is necessary that they learn a minimum of the Italian language.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	Learning the language of the country they live in, is the basis for successful integration.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	Migrant women have more difficulty integrating into society than men because of religious factors or because they must take care of their children.

Have you had any experience with this best practice?

Experience	
Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	PROGETTO-TORINO-LA-MIA-CITTA-BREVE.pdf (mondincitta.it)
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Mondi In Città Corso Matteotti 11 - 10121 TORINO - Tel 011 5623285 - Fax 011 5624895 Cod. Fisc. 97784760015 P.IVA 11221170019 Email: info@mondincitta.it Sito internet: www.mondincitta.it
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	

Best Practice 2

Category of best practice

Category	Project

Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Website

General information about the best practice

Name of the initiative	EnFem: un progetto per l'integrazione delle donne migranti.
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Project description
Country In what country(ies) has the best practice been implemented?	Italy

Level of practice Local, national, European, International, other (specify)	European
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Italy and other 9 partners throughout Europe (Italy, Belgium, Spain, Slovenia, Germany, Greece).
Activity Start date/end date	December 2018 - Ongoing
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	ARCI LECCE
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors	Lecce and Pisa (Italy), Molenbeek and Rixensart (Belgium), Madrid and Granada (Spain), Maribor (Slovenia), Hamburg (Germany), Lasithi - Crete (Greece) and the Asylum Migration Integration Fund.

involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	This project was designed to 'reduce the isolation and self-enclosure of migrant women'. It i s a European project in which the Italian association Arci Lecce is lead partner
Main goals What are the main goals of the best practice?	Working to reduce the isolation of migrant women: workshops and training.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Migrant women
Profile of participants (age, education, etc.)	Adult migrant women with a low level of education

What age and education have the participants in the best practice?	
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Strengthening the participation of migrant women in society
Methodological Approach What methodology has been used in order to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The paths implemented to achieve this goal were: creative workshops between women from different cultures implemented through awareness-raising activities in schools and civil society.
Achieved results What were the achieved results of the best practice?	Through this project, migrant women at the local level have been provided with a concrete opportunity to access education, social and cultural life by changing some of the negative and racist attitudes towards Muslims.

Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	Despite initial difficulties, the migrant women slowly overcame their fear by showing participation and interest in the project activities, thus demonstrating that this practice should also be implemented in other contexts.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	To improve migrant participation, on the same level as the Chinese one (who are very active in the labour market but at the same time poorly integrated into society).
Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	The project is very relevant throughout Europe because it fights the discrimination that the target groups suffer first as women and then as migrants.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The EnFem project aims to build from the bottom up models of interaction that can become replicable also at the institutional level.

Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Racism and Religion. Again double difficulty for migrant women 1 because they are women 2 because they are migrants.
Lessons learned What are the key messages and lessons learned to take away from the best practice experience?	Migrant women are an important resource both culturally and in employment, but they first need to be properly integrated into society.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	Try to promote this best practice also at institutional level because it does not have excessive implementation costs.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	We chose this project because it aims to build from the bottom-up models of interaction that can hopefully become replicable also at the institutional level in order to achieve more relevant results.

Have you had any experience with this best practice?

Experience	We were not directly involved but considered it relevant for our research.

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

Have you experienced/been involved in the best practice? Please specify.	

Sources

URL / Related website(s) of the practice	Noi Donne
Contact details What is the address of the people or the project to contact if you want more information on the practice?	redazione@noidonne.org
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	

Best Practice 3

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign,	Project

Guidelines, Success Story, other (specify)	
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Websites

General information about the best practice

Name of the initiative	Miriam
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Project sheet
Country In what country(ies) has the best practice been implemented?	Italy
Level of practice Local, national, European, International, other (specify)	European

Location /geographical coverage What is the geographical range where the best practice has been used? Please specify when possible, the country, region, town and village	Roma, Padova, Genova, Modena, Rimini
Activity Start date/end date	Gennaio 2021 – December 2022
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Rights, Equality and Citizenship Programme (REC)
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Differenza Donna (Italy) – Fundacion Amaranta (Spain9

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	MIRIAM is a European project aimed at improving the emergence, protection, and specialised support services for migrant women victims of gender-based violence, with a strong focus on victims of sexual exploitation, domestic violence and forced marriages.
Main goals What are the main goals of the best practice?	Specific project objectives: - To increase the capacity of relevant actors to identify migrant women victims of GBV and to refer them to specialised support services. - To increase the capacity of professionals in contact with migrant women with mental health problems resulting from violence. - Increase the public-private network of specialised support services for migrant women victims of GBV.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Migrant women and social operators

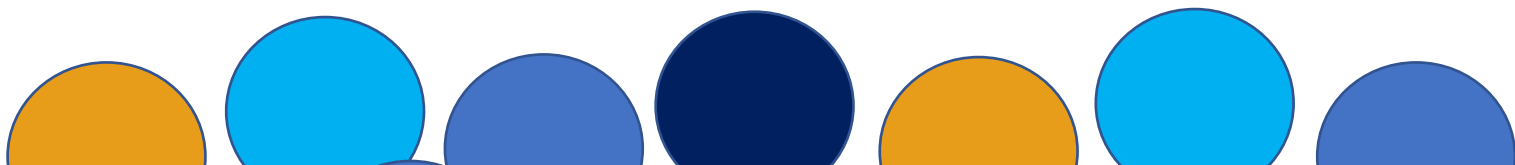|	
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	adult migrant women
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Addresses the need to help migrant women by training updated and educated operators on gender-based violence
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	Production of training materials and 1st level training (emergence and referral) - Production of training materials and 2nd level training (referral managers) - Drafting of territorial protocols ensuring clear and adequate referral procedures for migrant women victims of GBV - Training of trainers on trauma and collaboration between different actors - Realization of 5 seminars on mental health issues and the psychological harm of violence; - Recommendations on good practices and guidelines.
Achieved results. What were the achieved results of the best practice?	This project will contribute, with APG23, to the training of ca:

	- 400 operators and practitioners of low-threshold services on the recognition and emergence of gender-based violence against migrant women. - 100 experienced operators and professionals on the trauma and mental distress of GBV victims.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	Very positive because they learnt new things through this project
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	In addition to the creation of training material, five seminars are planned for proper dissemination. In this way, static and boring training material will be transformed into recreational and interactive activities.
Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	The lack of trained and updated personnel results in wasted time and money, as well as discomfort for migrant women

Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	Yes, it is
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Learners with little mental agility and little desire to learn.
Lessons learned What are the key messages and lessons learned to take away from the best practice experience?	Trained and updated operators will perform their work of helping migrant women much more effectively
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	Because before helping migrant women, it is necessary to train the operators properly

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	Although we were not directly involved, we feel that this project is very useful for this research

Sources

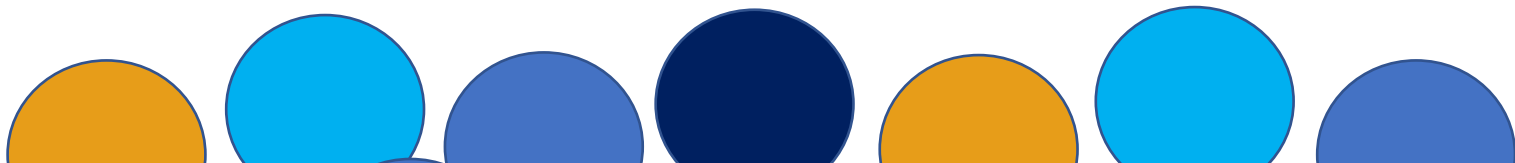|	
URL / Related website(s) of the practice	https://www.differenzadonna.org/progetti-internazionali/
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Associazione Differenza Donna APS Via Tacito, 90 CAP 00193 Roma | Telefono: +39 06 678 0537 P.I. 05084031003 | C.F. 96126560588 | Sede Legale: Via della Lungara 19, 00165 Roma (RM)
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	

Best Practice 4

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	websites

General information about the best practice

Name of the initiative	Tolerant
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Project sheet
Country	Italy

In what country(ies) has the best practice been implemented?	
Level of practice Local, national, European, International, other (specify)	European
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Italy – Greece – Austria -Romania - Bulgaria
Activity Start date/end date	2019 - 2020
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Kmop - Greece
Type of initiative Public | private | other	Public
Partnership implementing the initiative	Kmop (Greece), DD, Lefo (Austria), AidRom (Romania), Animus (Bulgaria), Cesie (Palermo)

Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	Tolerant is a European project aimed at promoting the labour integration of migrant women victims of sexual exploitation through a gender perspective.
Main goals What are the main goals of the best practice?	- Strengthening transnational cooperation and exchanges on the integration of trafficked women into the labour market. - Improving trafficked women's access to integrated and gender-sensitive services to support their access to employment (taking into account the specific needs of victims); and - Raising awareness among employers, recruiters and policy makers and/or other stakeholders on the importance

	of facilitating women's access to the labour market.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Migrant Women
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	18 – 40 years
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Saving migrant women from women traffickers
Methodological Approach What methodology has been used in order to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success	- Creation and launch of a transnational co-operation network for employment integration and exchange of good practice. - Organisation of international workshops for comparison and exchange of good practices; - Development of a guide for the implementation of integrated services targeting trafficked women to support their access to employment;

factors? Please include gender aspects addressed in the description of the methodological approach.	- Implementation of integrated services for access to employment. - Awareness-raising campaigns and events.
Achieved results What were the achieved results of the best practice?	Many migrant women rescued from the streets and properly integrated into society
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	Very positive because it has created new jobs and decreased crime
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	Raising awareness among employers to hire migrant women. Intercultural educational exchanges
Relevance given the context	The problem of trafficking in women has been a societal plague for years

Why is the practice relevant for the context in which it was rolled-out?	
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	It is adaptable to other context, but it has not been tested in different contexts.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Low confidence of migrant women Fear of possible negative consequences due to the domination and tyranny of men
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	Migrant women are a great labour and cultural resource that must not fall into the hands of organised crime
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	Easy to extend to other contexts, but sensitive and competent people are needed.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	Imagine migrating to another country without money, a place to sleep and without knowing how to say a single word, and in some cases even with children to look after. This is the situation of migrant women, many of whom are forced into prostitution to survive. for this reason, this project should be considered a best practice because it gives migrant women a new life opportunity.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	Not directly involved in this project but we consider it very relevant for our research.

Sources

URL / Related website(s) of the practice	https://www.differenzadonna.org/progetti-internazionali/
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Associazione Differenza Donna APS Via Tacito, 90 CAP 00193 Roma | Telefono: +39 06 678 0537 P.I. 05084031003 | C.F. 96126560588 | Sede Legale: Via della Lungara 19, 00165 Roma (RM
Related resources	

Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	

Best Practice 5

<u>Category of best practice</u>

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Framework
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Websites

<u>General information about the best practice</u>

Name of the initiative	Worldplaces
Type of document (optional)	Project sheet

Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Many countries across Europe
Level of practice Local, national, European, International, other (specify)	European
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	Europe
Activity Start date/end date	2021 – ongoing
Responsible and/or promoting organisation.	QUID

What organisation was responsible for the best practice?	
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Italy, Portugal, Germany and Greece

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	Worldplaces - Working with migrant women the first European network uniting the two halves of the world of work (profit and non-profit) under a single objective: creating job opportunities for migrant women. A network that leverages the best practices tested in several European countries to create continuity of professional experiences and guarantee real integration processes.
Main goals	Decrease gender and integration gap.

What are the main goals of the best practice?	Migrant men are seen as a stronger and more efficient workforce. All that is needed is to find the most suitable jobs that migrant women will be able to do without problems.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Migrant women
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	18 – 40
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Achieving social inclusion
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn	The methodological approach comprises 3 years of work in which organisations will design and test best practices around four key topics: Education and Leadership, Life and Community, Language and Culture, Identity.

lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	
Achieved results. What were the achieved results of the best practice?	Supporting and directly involving 300 migrant women and their families
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The network's expected impact on the for-profit world aims at fostering processes of inclusion and support for diversity through increased knowledge of the difficulties women face in accessing the labour market, principles, and practices to be adopted along with more inclusive policies. At the same time, the project aims to improve the socio-economic status of women, increasing migrant women's sense of belonging and improving their quality of life.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to	Achieving social inclusion through jobs creation. The success factor in this project lies in the fact that it has the ability to reach companies and employers directly. Timeliness and efficiency are its strengths.

be in place for the best practice to be successfully replicated?	
Relevance given the context. Why is the practice relevant for the context in which it was rolled-out?	Directly involves companies that commit to offering employment to migrant women
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	Yes
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Finding the right job for migrant women
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	The inclusion of migrant women starts with employers who need to be trained and incentivised.
Replicability and/or up-scaling	Training employers across Europe

What are the possibilities of extending the best practice more widely?	

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	In addition to creating new jobs, it promotes the social inclusion of migrant women

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	We were not directly involved but considered it relevant for our research.

Sources

URL / Related website(s) of the practice	https://www.fondazionecattolica.it/worldplaces-la-rete-europea-che-favorisce-la-vera-inclusione-femminile/
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Fondazione CattolicaVerona Via Adua, 6 37121 Verona (Italia) T. +39 045 80 83 211
Related resources	

Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video and audio documents).	

Best Practice 1

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Websearch

General information about the best practice

Name of the initiative	"Capacita Project"
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information	Platform

sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Portugal
Level of practice Local, national, European, International, other (specify)	National
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify, when possible, the country, region, town and village	NA
Activity Start date/end date	Started on May 2014
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Portuguese Platform for Women's Rights

Type of initiative	
Public | private | other	Public and Private

Partnership implementing the initiative.	
Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	Portuguese Association of Women's Studies (Promote) and Calouste Gulbenkian Foundation (Management).

Contents of the best practice

Introduction	
What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	Empowering migrant women in rural areas is a growing concern in many countries, including Portugal. Migrant women often face challenges related to cultural differences, language barriers, and discrimination, which can limit their access to resources and opportunities.
	The "Capacita Project" in Portugal aims to address these challenges and promote the integration of migrant women into rural communities. The project includes initiatives such as providing language classes, vocational training, and support for entrepreneurship. It also involves community-building activities to foster social connections and combat isolation.

Main goals What are the main goals of the best practice?	Empowering migrant women: The project aims to help migrant women gain the skills, knowledge, and resources necessary to achieve greater independence and self-sufficiency. This includes access to education, training, and employment opportunities, as well as support for starting businesses and other entrepreneurial ventures. Promoting social integration: The project also aims to promote social integration and reduce isolation among migrant women in rural areas. This involves community-building activities, such as cultural events or language exchange programs, that encourage interactions between migrant women and members of the host community. Combatting discrimination: The project seeks to combat discrimination and promote tolerance and understanding between different cultures. This involves educational initiatives aimed at raising awareness about the experiences and contributions of migrant women, or advocacy efforts to promote policies and practices that support the integration of migrant women into rural communities.

	Overall, the main goals of the project are to support the empowerment and integration of migrant women in rural areas and to promote greater social cohesion and understanding between different communities.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Migrant women living in rural areas and the wider rural community.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The age and education level of participants in the project depends on the specific goals and activities of the project and will be tailored to the needs and characteristics of the migrant women living in rural areas. Migrant women in rural areas may come from diverse backgrounds and have different levels of education and work experience. Some may be highly educated professionals, while others may have limited formal education or work experience. The project targets women of different ages, including young women and older women who may have different needs and challenges.
Needs of participants (at the beginning of the initiative)	The project is responding to a range of needs faced by migrant women living in rural areas. Some of these needs are:

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

To what kind of needs is the best practice responding?	Economic empowerment: Many migrant women in rural areas face limited access to employment opportunities or are employed in low-paying jobs. The project aims to support these women by providing them with access to vocational training, job placement services, and support for starting their own businesses. Language barriers: Migrant women in rural areas may face challenges related to language barriers, which can limit their ability to access services or communicate with members of the host community. The project provides language classes or other support to help women improve their language skills. Social integration: Migrant women in rural areas may feel isolated or disconnected from their communities, particularly if they have limited opportunities to interact with members of the host community. The project promotes social integration by organizing cultural events, language exchange programs, or other community-building activities. Discrimination: Migrant women in rural areas may face discrimination or prejudice due to their cultural background or immigration status. The project includes initiatives aimed at promoting tolerance and understanding between different cultures and combating discrimination.

	Overall, the project aims to respond to the needs of migrant women in rural areas by empowering them and promoting their social integration, and by creating a more inclusive and resilient rural community.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	A participatory approach was used in this project. This means that the project was designed and implemented in collaboration with the target group, with their input and participation throughout the process. The participatory approach helped to ensure that the project meets the needs of the target group and is culturally appropriate and relevant. This project used a variety of methods to engage migrant women and other stakeholders in the process, such as focus groups, community meetings, and surveys. Gender considerations were also integrated into the project design and implementation, to ensure that the project is sensitive to the different needs and experiences of men and women. To identify key success factors and learn lessons from the project, monitoring and evaluation processes were implemented throughout the project cycle. This helped to identify challenges and opportunities for improvement and to adjust the project as needed. The evaluation process includes gender-disaggregated data collection to

	ensure that the project outcomes were analysed and reported based on gender-specific impacts.
Achieved results. What were the achieved results of the best practice?	Increased economic empowerment: The project has provided vocational training and support for starting businesses, leading to increased economic opportunities and income for migrant women. Improved social integration: The project has facilitated social interactions between migrant women and members of the host community, leading to improved social integration and a more inclusive community. Enhanced language skills: The project has provided language classes or other support to improve the language skills of migrant women, leading to improved communication and access to services. Increased awareness of gender issues: The project has raised awareness of gender issues and the unique challenges faced by migrant women, leading to increased sensitivity, and understanding among members of the host community. Improved self-esteem and confidence: The project has provided opportunities for migrant women to develop new skills, participate in community activities, or otherwise engage in meaningful ways, leading to improved self-esteem and confidence.

Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	Providing vocational training, job placement services, or support for starting businesses, will lead to increased economic opportunities and income for migrant women, which have a positive impact on their livelihoods. Improved language skills or access to education also have helped to increase employability and income-earning potential. Additionally, facilitating social integration and increased awareness of gender issues, helped to reduce discrimination and prejudice, which have a positive impact on the mental health and well-being of migrant women. Improved self-esteem and confidence, resulting from participation in the project, could also have a positive impact on their livelihoods.
Innovativeness and success factors In what way has the best practice contributed to innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	The project's contribution to innovation in the livelihoods of men and women includes: New business models or economic opportunities: The project have introduced new business models or economic opportunities that were not previously available in the target communities. Technological innovation: The project has introduced new technologies or innovative approaches to address specific challenges faced by the target group. Social innovation: The project has introduced new approaches to social integration or

	community development that were not previously used in the target communities.
	To successfully replicate the project, a few conditions would need to be in place, including:
	Economic resources: Adequate funding and resources would need to be available to support the implementation and replication of the project, including support for capacity building and monitoring and evaluation activities.
	Social support: There would need to be buy-in from the target communities and other stakeholders, as well as a commitment to cultural sensitivity and respect for the needs and priorities of the target group.
	Environmental sustainability: The project should consider the environmental impact of its activities and promote sustainable practices, such as the use of renewable energy sources and the protection of natural resources.
Relevance is given the context. Why is the practice relevant for the context in which it was rolled out?	The "Capacita" project is relevant for the context in which it was rolled out for several reasons: Addressing an unmet need: The project responded to a specific need in the target communities, which was the lack of economic opportunities and social integration for

migrant women in rural areas. By focusing on this issue, the project addressed an unmet need and contributed to the development and well-being of the target communities.

Promoting gender equality: The project focused on promoting gender equality by empowering migrant women to become active members of their communities and take control of their own lives. By addressing gender-based discrimination and promoting women's rights, the project contributed to creating more inclusive and equitable communities.

Improving social cohesion: The project's participatory approach and focus on social integration helped to improve social cohesion between migrant women and the host community. By fostering greater understanding and respect between different groups, the project contributed to building more cohesive and harmonious communities.

Promoting sustainable livelihoods: The project's focus on vocational training, job placement, and support for starting businesses helped to promote sustainable livelihoods for migrant women. By providing new economic opportunities and skills, the project contributed to the long-term development and well-being of the target communities.

Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The project could potentially be adaptable to other contexts, although its effectiveness may depend on various factors such as cultural, economic, and social differences between the target communities. However, the project's methodology and approach can be used as a reference for similar initiatives aiming to empower marginalized groups in other contexts. It is important to note that there is no one-size-fits-all approach to development projects, and contextual factors such as local cultural practices, economic conditions, and political environments need to be taken into account when replicating a project in a new context. It is possible that some modifications may need to be made to the project's methodology or approach to fit the needs and priorities of a new target community.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	The project has been successful in achieving its goals, but there were several challenges encountered during its implementation. Some of these challenges include: Language barriers: Migrant women who participated in the project have faced language barriers, which have made it difficult for them to fully engage in the training and mentoring programs. To address this, the project provided language classes to help improve the participants' language skills.

	Limited access to resources: Migrant women in rural areas has limited access to resources such as capital and technology, which could make it difficult for them to start and grow businesses. To address this, the project provided access to micro-credit loans and other forms of financial assistance, as well as training on how to effectively use technology in business operations.

Social and cultural barriers: Migrant women faces social and cultural barriers, such as discrimination and gender-based violence, which can impact their ability to fully participate in the project. To address this, the project provided a safe and supportive environment for the participants, as well as training on women's rights and gender equality.

Limited government support: The project has faced challenges in terms of limited support from the government or other institutions, which impacted the project's sustainability and scalability. To address this, the project worked with local governments and institutions to raise awareness about the importance of supporting migrant women and to encourage greater investment in initiatives that promote their economic and social empowerment. |
| Lessons learned. | The "Capacita" project offers several key messages and lessons learned that can be |

What are the key messages and lessons learned to take away from the best practice experience?	useful for future development projects, including:
	Empowerment through a participatory approach: The project demonstrated the importance of taking a participatory approach to development, which involves working closely with the target community to understand their needs and priorities and involving them in decision-making processes. This approach helps to ensure that the project is tailored to the specific context and needs of the community and leads to more sustainable and impactful outcomes.

Importance of building social capital: The project showed the importance of building social capital among the target group, which helped to build trust, increased access to resources, and fostered greater collaboration and support within the community.

Addressing gender-based barriers: The project highlighted the importance of addressing gender-based barriers, such as discrimination and gender-based violence, which can impact the economic and social empowerment of women.

Access to financial resources: The project demonstrated the importance of providing access to financial resources, such as micro-credit loans, which can enable women to start and grow their own businesses. Additionally, providing training on financial literacy and |

	entrepreneurship helped women to effectively manage their businesses and increase their chances of success. Importance of sustainability: The project highlighted the importance of sustainability, both in terms of the project's financial sustainability and its long-term impact on the community.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	To successfully replicate the project, a few conditions would need to be in place, including: Institutional support: There needs to support from local and national government institutions, as well as other relevant stakeholders, to ensure the sustainability and scalability of the project. Economic resources: Adequate funding and resources need to be available to support the implementation and replication of the project, including support for capacity building and monitoring and evaluation activities. Social support: There needs to be buy-in from the target communities and other stakeholders, as well as a commitment to cultural sensitivity and respect for the needs and priorities of the target group. Environmental sustainability: The project should consider the environmental impact of

	its activities and promote sustainable practices, such as the use of renewable energy sources and the protection of natural resources.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	The project "Capacita" should be considered a best practice because it addresses several important issues that affect the lives of migrant women in rural areas. The "Capacita" project is a best practice because it focuses on empowering women, addresses social issues, contributes to sustainable development, and has the potential for replication.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	https://plataformamulheres.org.pt/projectos/capacita/
Contact details. What is the address of the people or the project to	Centro Maria Alzira Lemos – Casa das Associações

contact if you want more information on the practice?	Parque Infantil do Alvito, Estrada do Alvito, Monsanto. 1300-054 Lisboa Tel.: +351 21 362 60 49
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	Flyer News 1 News 2 News 3 News 4

Best Practice 2

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Product and Service
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth,	WebSearch

etc) that you used to undertake your searches	

General information about the best practice

Name of the initiative	"TalentA Program"
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Program's Website
Country In what country(ies) has the best practice been implemented?	Portugal and 9 other countries around the world
Level of practice Local, national, European, International, other (specify)	International
Location /geographical coverage What is the geographical range where the best practice has been used?	NA

Please specify when possible, the country, region, town and village	
Activity Start date/end date	
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Corteva Agriscience and CAP Agricultores de Portugal
Type of initiative Public | private | other	Private
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a	The TalentA Program aims to address the challenges faced by women in rural areas who are interested in starting and growing their own businesses. In many rural communities, women face systemic

short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	discrimination and limited access to resources and opportunities, including access to finance, markets, and training. The program seeks to address these challenges by providing targeted support to women entrepreneurs in rural areas. The TalentA program provides women with training and support to develop their business skills, including financial management, marketing, and business planning. The program also helps women to access finance through loans and other financial services and provides support in developing networks and partnerships with other businesses, community organizations, and government agencies. The program is designed to be sensitive to gender and diversity, recognizing the unique challenges faced by women in rural communities who may face additional barriers to accessing resources and opportunities. The program seeks to promote gender equality by providing targeted support to women entrepreneurs, and by creating a supportive environment that fosters partnerships and networks.
Main goals What are the main goals of the best practice?	The main goals of the TalentA Program are: Empowerment of Women: The program aims to empower women in rural areas to start and grow their own businesses, by providing them with training, access to finance, and support in developing their business plans. By doing so,

the program seeks to promote gender equality and women's empowerment in rural communities.

Economic Development: The program seeks to contribute to economic development in rural areas by promoting entrepreneurship and supporting the growth of women-owned businesses. By creating new businesses and jobs, the program helps to stimulate economic growth and reduce poverty in rural communities.

Sustainable Development: The program is designed to promote sustainable development by creating a supportive environment for women entrepreneurs in rural areas. By promoting the use of sustainable practices in business operations, the program helps to conserve natural resources and promote environmental sustainability.

Inclusion and Diversity: The program recognizes the importance of inclusion and diversity in promoting entrepreneurship and economic development. By providing targeted support to women entrepreneurs from diverse backgrounds, the program seeks to promote equal opportunities and reduce barriers to entry for underrepresented groups.

Collaboration and Partnerships: The program fosters collaboration and partnerships between women entrepreneurs, businesses, community organizations, and government

	agencies. By building networks and partnerships, the program creates a supportive environment that promotes knowledge-sharing, innovation, and collective action.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	The TalentA Program targets women entrepreneurs in rural areas who face challenges in accessing resources and opportunities to start and grow their own businesses. The program beneficiaries are women who are interested in entrepreneurship or who have already started their own businesses but need support to grow and scale their operations. In addition to the direct beneficiaries and program users, the TalentA program also benefits rural communities more broadly. By promoting entrepreneurship and economic growth, the program creates new job opportunities, increases access to goods and services, and contributes to broader social and economic development goals.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	The age and education level of the participants in the TalentA Program may vary depending on the specific context and program implementation. However, the program targets women who are interested in entrepreneurship or who have already started their own businesses in rural areas.

	In terms of age, the program target women of different ages, including young women who are just starting their careers and older women who are looking to start a new business or expand an existing one. The program recognizes that women of all ages can benefit from entrepreneurship and may have different needs and experiences.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	The TalentA Program responds to a range of needs faced by women entrepreneurs in rural areas, including: Access to Finance: Women entrepreneurs in rural areas often face challenges in accessing finance to start or grow their businesses. The TalentA program responds to this need by providing access to loans and other financial services, as well as support in developing financial management skills. Business Development Skills: Many women entrepreneurs in rural areas lack the business development skills needed to start and grow a successful business. The TalentA program responds to this need by providing training and support in business planning, marketing, and financial management. Networking and Partnerships: Women entrepreneurs in rural areas face isolation and a lack of support networks. The TalentA program responds to this need by creating opportunities for women entrepreneurs to

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

network and builds partnerships with other businesses, community organizations, and government agencies.

Access to Markets: Women entrepreneurs in rural areas face challenges in accessing markets for their products or services. The TalentA program responds to this need by providing support in developing market linkages and expanding distribution networks.

Gender Equality and Empowerment: Women entrepreneurs in rural areas face systemic discrimination and limited access to resources and opportunities. The TalentA program responds to this need by promoting gender equality and women's empowerment through targeted support for women entrepreneurs.

Methodological Approach

What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description

The TalentA Program uses a participatory approach to address the initial issue of limited opportunities for women entrepreneurs in rural areas. The program engages women entrepreneurs as active participants in the design and implementation of the program, recognizing the importance of their knowledge, skills, and experiences in shaping effective solutions to the challenges they face.

of the methodological approach.	
Achieved results. What were the achieved results of the best practice?	The TalentA Program has achieved significant results in promoting women's entrepreneurship, economic growth, and gender equality in rural areas. Some of the key results of the program include: Increased access to finance: The program has provided access to finance for women entrepreneurs in rural areas, enabling them to start or grow their businesses. Improved business skills: The program has provided targeted training and mentorship to women entrepreneurs in business skills such as financial management, marketing, and business planning. This has enabled women entrepreneurs to develop sustainable and profitable businesses. Expanded market linkages: The program has facilitated networking and partnerships between women entrepreneurs, community organizations, and government agencies, expanding market linkages and access to resources. This has enabled women entrepreneurs to expand their customer base and reach new markets. Thanks to this programme, finalist projects can obtain training, advice, and visibility for their project, as well as prize money.

Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The TalentA Program has had a positive impact on the livelihoods of its beneficiaries. The program has contributed to the economic empowerment of women entrepreneurs in rural areas, enabling them to increase their income, create employment opportunities, and improve their standard of living. Through targeted training and capacity-building support, the program has enabled women entrepreneurs to develop sustainable and profitable businesses. This has led to increased income for women and their families, as well as increased employment opportunities for other members of the community. The program has also facilitated access to finance for women entrepreneurs, which has enabled them to start or expand their businesses. This has contributed to the growth of local economies and the creation of new businesses and jobs. In addition to the economic benefits, the program has also had positive social and cultural impacts. By promoting women's entrepreneurship and leadership, the program has challenged gender stereotypes and contributed to a more gender-equitable society. Women who have participated in the program have reported increased confidence and self-esteem, as well as

	greater recognition and respect within their communities.
Innovativeness and success factors In what way has the best practice contributed to innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	The TalentA Program has contributed to innovation in the livelihoods of men and women in several ways. By promoting women's entrepreneurship and supporting the development of women-led businesses, the program has facilitated innovation in the agricultural and non-agricultural sectors, contributing to the diversification of local economies. The program has also facilitated innovation in the use of technology and the adoption of new business models. Through training and mentorship support, women entrepreneurs have been able to leverage digital technologies to improve their business processes, expand their market reach, and access new sources of finance. To successfully replicate the program, several institutional, economic, social, and environmental conditions need to be in place. These include: Supportive policy and regulatory environment: A supportive policy and regulatory environment are essential to enable women entrepreneurs to start and grow their businesses. This includes policies and regulations that promote gender

equality, access to finance, and business development support.

Availability of financial resources: Access to finance is critical for women entrepreneurs to start and grow their businesses. This requires the availability of financial resources, including loans, grants, and other forms of financing.

Strong community and institutional partnerships: The success of the program is closely linked to the strength of its community and institutional partnerships. The program relies on partnerships with local organizations, government agencies, and financial institutions to deliver its services.

Relevance is given the context. Why is the practice relevant for the context in which it was rolled out?	The TalentA program is particularly relevant for the context in which it was rolled out for several reasons: Rural areas often have limited economic opportunities: Rural areas often lack the economic opportunities that urban areas provide, which can make it difficult for people living in rural areas to find employment and earn a living. This is particularly true for women, who may face additional barriers to accessing education, training, and resources. Women in rural areas face additional challenges: Women in rural areas often face additional challenges when it comes to starting and growing a business. These

challenges may include limited access to capital, markets, and networks, as well as cultural and social barriers.

Entrepreneurship can be a powerful tool for empowerment: Entrepreneurship can be a powerful tool for empowering women and promoting economic development. By starting their own businesses, women can create jobs, generate income, and contribute to their communities. Entrepreneurship can also provide women with greater independence, decision-making power, and self-confidence.

The TalentA program is tailored to the specific needs of rural women: TalentA Program is specifically designed to address the challenges faced by rural women entrepreneurs. The program provides training, mentoring, and access to capital and markets, as well as networking opportunities. By tailoring the program to the specific needs of rural women, it is more likely to be effective in promoting entrepreneurship and economic development in rural areas.

Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The TalentA Program can be adapted to other contexts, although it would require customization to meet the specific needs and challenges faced by women entrepreneurs in those contexts. While the program was designed for rural women entrepreneurs, the principles and strategies used in the program

	could be adapted for other types of entrepreneurs or for women in different geographic contexts.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	There were various challenges encountered in applying to the TalentA Program Some of them include: Limited access to resources: Rural women entrepreneurs have limited access to resources such as funding, technology, and infrastructure, which makes it difficult for them to start and grow their businesses. Cultural and social barriers: Women in some cultures or societies faces cultural and social barriers that limit their ability to start and run their own businesses, including limited access to education and training, discrimination, and lack of support from family and community. Lack of entrepreneurial skills and knowledge: Many women in rural areas lacked the entrepreneurial skills and knowledge needed to start and grow successful businesses. To address these challenges, the TalentA Program has used a range of strategies, including: Providing training and resources, engaging with communities and stakeholders, facilitating access to market platforms, or supporting the development of local markets and building partnerships and networks

Lessons learned.

What are the key messages and lessons learned to take away from the best practice experience?

The TalentA Program offers several key messages and lessons learned that can be taken away from the program experience. These include:

Entrepreneurship can be a powerful tool for promoting economic development and empowering women: Entrepreneurship can provide women with greater independence, decision-making power, and self-confidence, while also contributing to job creation and economic growth in rural areas.

Tailoring programs to the specific needs of women entrepreneurs is critical: Programs that are designed to meet the specific needs and challenges faced by women entrepreneurs are more likely to be effective in promoting entrepreneurship and economic development.

Providing training and resources is essential: Women entrepreneurs need access to training and resources to build the skills and knowledge needed to start and grow successful businesses. This may include training on business planning, financial management, and marketing, as well as access to resources such as funding, technology, and infrastructure.

Engaging with communities and stakeholders is key: Programs that engage with communities and stakeholders are more likely

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

	to build support for women entrepreneurs and address cultural and social barriers. Building partnerships and networks are important: Programs can leverage resources and expertise by building partnerships and networks with local businesses, universities, and government agencies.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	To successfully replicate the program, several institutional, economic, social, and environmental conditions need to be in place. These include: Supportive policy and regulatory environment: A supportive policy and regulatory environment are essential to enable women entrepreneurs to start and grow their businesses. This includes policies and regulations that promote gender equality, access to finance, and business development support. Availability of financial resources: Access to finance is critical for women entrepreneurs to start and grow their businesses. This requires the availability of financial resources, including loans, grants, and other forms of financing. Strong community and institutional partnerships: The success of the program is closely linked to the strength of its community and institutional partnerships. The program relies on partnerships with local organizations,

	government agencies, and financial institutions to deliver its services.
	Access to markets and value chains: Women entrepreneurs need access to markets and value chains to sell their products and services and generate income. This requires the availability of infrastructure, such as roads and transportation, as well as partnerships with market actors and value chain actors.
	Environmental sustainability: The program needs to ensure that its activities are environmentally sustainable, considering the impact of its interventions on natural resources, ecosystems, and the environment.

Reasons for choosing this best practice.

Choice	The TalentA Program should be considered a best practice for promoting entrepreneurship and economic development for women for several reasons:
Why should this practice be in the collection of best practices?	- It addresses a critical need
	- It is tailored to the specific needs of rural women
	- It is evidence-based
	- It has a track record of success

Have you had any experience with this best practice?

Experience	
Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	https://www.programatalenta.pt/
Contact details. What is the address of the people or the project to contact if you want more information on the practice?	
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	

Best Practice 3

Category of best practice

Category	Training Programme

Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	Websearch

General information about the best practice

Name of the initiative	"Intercultural Education for Teachers in Rural Areas"
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, web-tool, platform, other	Website
Country In what country(ies) has the best practice been implemented?	Portugal

Level of practice Local, national, European, International, other (specify)	National
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify when possible, the country, region, town and village	Portugal
Activity Start date/end date	
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Association of Teachers for Intercultural Education
Type of initiative Public | private | other	Public
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors	Directorate-General for Education

involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All these dimensions should contain information that is sensitive to gender and diversity.	The context of the training program is in rural areas, where teachers are facing challenges related to intercultural education. The challenge being addressed is to equip teachers with the necessary knowledge, skills, and attitudes to effectively work with diverse student populations in rural areas. The program aims to promote cultural awareness and sensitivity among teachers and to enhance their ability to create inclusive learning environments that are sensitive to gender and diversity. The training program is designed to provide teachers with an understanding of cultural differences and to help them develop strategies for addressing cultural issues in the classroom. It covers topics such as cultural stereotypes, biases, and prejudices, as well as the importance of diversity and the benefits of a multicultural learning environment. The program also provides teachers with practical tools and techniques for promoting intercultural dialogue, understanding, and respect in the classroom.

	Gender and diversity are important considerations in the program, as they are essential dimensions of intercultural education. The program aims to address gender and diversity issues in a sensitive and inclusive way and to provide teachers with the skills and knowledge they need to create learning environments that are respectful and inclusive of all students, regardless of their gender or cultural background.
Main goals What are the main goals of the best practice?	The main goals of the Intercultural Education for Teachers in Rural Areas training program are: - To increase teachers' awareness and understanding of cultural differences and diversity, and how these impact teaching and learning in rural areas. - To provide teachers with the knowledge, skills, and attitudes needed to create inclusive learning environments that respect and celebrate diversity and promote intercultural understanding and dialogue. - To equip teachers with practical tools and techniques for addressing cultural issues in the classroom, such as stereotypes, biases, and prejudices. - To enhance teachers' ability to work effectively with diverse student

populations, and to provide them with the support they need to succeed in the classroom.

- To foster a culture of respect, empathy, and understanding among teachers and students, and to promote a positive and supportive learning environment that is sensitive to gender and diversity.

Overall, the training program aims to promote intercultural education in rural areas and to empower teachers to be effective agents of change in their classrooms and communities.

Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	Teachers who work with migrant students in rural schools.
Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	Teachers who work in rural schools have varying levels of education and experience. They may range in age from young adults to middle-aged or older individuals, depending on the requirements of the program and the demographics of the rural areas where the program is being offered.
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	This training program is designed to respond to the specific needs of teachers working in rural areas who are serving students from diverse cultural backgrounds. The program aims to

equip teachers with the knowledge and skills necessary to effectively teach students from different cultures, as well as to promote intercultural understanding and respect in the classroom and community.

The "Intercultural Education for Teachers in Rural Areas" program is designed to address the challenges they face by providing them with training and support in the areas of intercultural communication, cultural awareness, and teaching strategies that promote inclusivity and respect for diverse cultures. The program also aims to promote collaboration and networking among teachers in rural areas, enabling them to share experiences and resources and build a community of support.

Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description	The training program was developed using a participatory approach that involves input and feedback from various stakeholders, including teachers, students, parents, and community members. A participatory approach involves engaging stakeholders in the planning, design, and implementation of the program, to ensure that it addresses their needs and concerns. This includes conducting needs assessments, focus groups, and surveys to gather input and feedback from stakeholders, as well as involving them in the development of program goals, strategies, and activities.

of the methodological approach.	In terms of gender aspects, the participatory approach also involves engaging both male and female teachers, students, and community members in the planning and implementation of the program, to ensure that their perspectives and experiences are considered. This includes ensuring that the program is gender-sensitive, meaning that it considers the different needs, roles, and responsibilities of males and females in the community and that it promotes gender equality and women's empowerment. Learning lessons and identifying key success factors would be an ongoing process throughout the program's implementation. Regular monitoring and evaluation were conducted to assess the effectiveness of the program and to identify areas for improvement. This involves collecting data on program outcomes, such as changes in teacher knowledge and skills, student performance and engagement, and community attitudes towards intercultural education. Based on this data, adjustments were made to the program to ensure that it continues to meet the needs of stakeholders and maximize its impact.
Achieved results. What were the achieved results of the best practice?	Increased cultural awareness and sensitivity: Through the training, teachers gained a better understanding of the cultural backgrounds of their students, their families, and their

communities. This understanding helped teachers to develop culturally responsive teaching practices that meet the needs of diverse learners.

Improved teaching strategies and methods: Intercultural education training programs provides teachers with new teaching strategies and methods that are more effective in diverse and multicultural classrooms. These strategies include using culturally relevant teaching materials and adapting the curriculum to the local context.

Enhanced communication skills: Teachers learned new communication skills that help them communicate more effectively with students and families from diverse cultural backgrounds. Improved communication helps build trust, foster positive relationships, and support student success.

Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The "Intercultural Education for Teachers in Rural Areas" training program focuses on equipping teachers with the skills and knowledge needed to create more inclusive and culturally responsive learning environments, the positive impact on students' academic and social-emotional development translates into improved livelihood opportunities over the long term.
Innovativeness and success factors	This Program has a positive impact on the livelihoods of men and women by improving

In what way has the best practice contributed to innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	access to education, promoting diversity and inclusion, and enhancing community engagement. By providing teachers with the necessary skills and knowledge to work effectively in diverse cultural contexts, the program helped to bridge cultural gaps and promote mutual understanding and respect among different groups. To successfully replicate this training program, several conditions need to be in place, including institutional support from local governments and educational institutions, adequate funding and resources, social acceptance and buy-in from local communities, and a supportive environment that fosters innovation and experimentation.
Relevance is given the context. Why is the practice relevant for the context in which it was rolled out?	In rural areas, there is significant cultural and linguistic diversity, which makes it challenging for teachers to effectively engage with and support their students. Additionally, rural areas face unique challenges related to access to education, poverty, and limited resources. By providing teachers with training in intercultural education, they can develop the necessary skills and knowledge to work effectively with diverse groups of students and support their learning needs.
Adaptability to other contexts Is the best practice adaptable to other contexts?	The adaptability of the "Intercultural Education for Teachers in Rural Areas" training program to other contexts depends on various factors, including the specific cultural context,

Has the best practice been tested in different contexts?	the characteristics of the target population, and the existing educational infrastructure in the area. In general, the principles of intercultural education can be applied in many different contexts, and the training program may be adapted to suit the needs of specific populations and cultural contexts. However, it would be essential to carefully evaluate and adapt the program to ensure that it is culturally appropriate and relevant to the target population.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	Intercultural education is important for promoting inclusivity and diversity: The program emphasized the importance of intercultural education in promoting understanding, respect, and appreciation for diverse cultures and backgrounds. Teacher training is essential for improving education quality: The program recognized the critical role of teachers in improving education quality, and therefore, focused on providing intercultural education to teachers

	to enhance their teaching skills and knowledge. Community involvement is crucial for program success: The program involved community members in program design and implementation, which helped ensure the program was context-specific and relevant to the needs of the target population. Partnerships and collaboration are important for program sustainability: The program established partnerships with local organizations and institutions to leverage resources and expertise and ensure program sustainability. Flexibility is important for adapting to changing circumstances: The program was designed with flexibility in mind to adjust to changing circumstances, such as weather or cultural practices, and ensure its sustainability.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	Replicability is possible with careful planning and contextualization: The program's success suggests that it could be replicated in other rural areas with careful planning and contextualization to meet the specific needs and challenges of the target population.

Reasons for choosing this best practice.

Choice	The "Intercultural Education for Teachers in Rural Areas" program is an example of a best practice because it effectively addresses a

Why should this practice be in the collection of best practices?	critical development challenge - improving education quality in rural areas - through innovative and context-specific approaches. The program's focus on intercultural education for teachers recognizes the importance of promoting inclusivity and diversity in education, which is essential for promoting social cohesion and ensuring that all children have access to quality education.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	http://www.apedi.pt/index.html
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Associação de Professores para a Educação Intercultural Phone: +351 961259106 e-mail: dir.apedi@gmail.com Adress: Rua José Felicidade Alves, Loja 12A, 1070-361 Bairro da Bela Flor, Lisboa
Related resources	

| Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents). | |

Best Practice 4

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	EU platforms

General information about the best practice

Name of the initiative	Voices of Immigrant Women
Type of document (optional)	Platform

Specify if the document you consulted is a best practice fact sheet, an information sheet, an experienced sheet, a case study, a manual, guidelines, a web tool, a platform, or other	
Country In what country(ies) has the best practice been implemented?	Portugal, Spain, Italy, France, Slovenia, Greece, Marocco
Level of practice Local, national, European, International, other (specify)	European
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify when possible, the country, region, town and village	All the above countries
Activity Start date/end date	2020-2022
Responsible and/or promoting organisation.	It's an Erasmus+ Project, co-financed by the European Union

What organisation was responsible for the best practice?	
Type of initiative Public | private | other	Other
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	- Universidad Pablo de Olavide of Seville, Spain (coordinator) - European Public Law Organization (EPLO), Greece (Partner) - Institut de Recherche pour le Développement (the French National Research Institute for Sustainable Development), France (Partner) - Pixel based in Florence, Italy (Partner) - University of Florence, Italy (Partner) - Polytechnic Institute of Bragança (IPB), Portugal (Partner) - Peace Institute in Ljubljana, Slovenia (Partner) - EMET Arco Iris Foundation, Cordoba, Spain (Partner)

Contents of the best practice

Introduction	In the present global world, the number of international displacements is increasing because of "conflicts, persecutions, situations

What are the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	of degradation and environmental change, as a marked lack of opportunities and human security.
Main goals What are the main goals of the best practice?	The VIW project aims to answer the need of students of developing better knowledge and awareness toward the theme of women's migrations considering the interrelation of factors such as gender, status, ethnicity, age, religion, origin, and political opinion.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	DIRECT TARGET GROUPS They are higher education students of different disciplines such as social sciences, social work, education, psychology, health and medical studies, legal studies..., researchers, Higher Education professors and professionals working in the field. INDIRECT TARGET GROUPS They are immigrant women who will also benefit, in the long term, from the skills acquired by the personnel who will be dealing with them.
Profile of participants (age, education, etc.)	

What age and education have the participants in the best practice?	
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	In a context where the number of international displacements is increasing because of "conflicts, persecution, situations of degradation and environmental change" (Report on Migrations in the World, 2017), the importance of guaranteeing "security, order and regularity of migration, fully respecting Human Rights" (Agenda 2030 for Sustainable Development Goals of the United Nations, 2015) is a crucial aspect. In the last years, in Europe, migration is also at the core of social and political conflicts, around the material costs for societies and the threat to national identities. In this context, where female migrations represent 50% of population movements, the inclusion of a gender perspective in international migrations is essential. The aim is to contribute to "building an inclusive higher education system" by addressing the major societal challenge represented by migrations and, more specifically, women's migratory flows in the present European context.
Methodological Approach What methodology has been used to address the initial issue	

and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	
Achieved results. What were the achieved results of the best practice?	The project will therefore achieve the following results: - A map of case studies that will address the holistic and multidimensional understanding of female migration processes, including differences and specificities related to the countries of origin, transit and destination, and all the contextual conditions that affect the migrant women's trajectories towards different outcomes as successful integration or marginal positions in the receiving society. - An e-learning package aiming at preparing students of social sciences to deal with women migrants integration combating discrimination, segregation, racism, bullying and violence, and transversally address the needs of also

	those students that despite studying for professions non directly linked to migration phenomenon could be asked to face and interact with woman migrants integration issues.
	- A set of policy recommendations providing practical-oriented intervention proposals to policymakers involved at all levels of Higher education and integration of migrants policies.
Impact on participants What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods?	The project may not have a direct impact on the livelihoods of the project's beneficiaries, but it could have a positive impact on their overall well-being by providing them with knowledge and skills that may help them navigate the challenges of migration more effectively. However, it is important to note that the impact of the project on individual beneficiaries' livelihoods depends on the specific activities and services offered by the project.
Innovativeness and success factors In what way has the best practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional,	

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	
Relevance given the context Why is the practice relevant for the context in which it was rolled-out?	Firstly, women's migration is a complex and multifaceted issue that affects many communities around the world, particularly in the context of immigration policies and refugee crises. In many cases, women migrants face unique challenges related to their gender, including discrimination, gender-based violence, and limited access to resources and services. By focusing specifically on the experiences of immigrant women and exploring the interrelation of factors such as gender, status, ethnicity, age, religion, origin, and political opinion, the project is addressing an important and timely issue that is relevant to the context in which it was rolled out. Secondly, the project's focus on education and awareness-raising is particularly relevant in the context of immigration and integration policies. Many countries around the world are grappling with how to integrate immigrants and refugees into their societies and economies, and education and awareness-raising are key components of successful integration strategies. By providing students with a better understanding of the challenges faced by immigrant women and the factors

	that contribute to their migration, the project is helping to foster greater empathy and understanding among future generations, which could contribute to more effective integration policies in the future.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The Voices of Immigrant Women project is designed with a flexible approach that allows for adaptation to different contexts, then it is adaptable to other settings. However, it is important to note that the effectiveness of the project will vary depending on the specific needs and challenges faced by immigrant women in different contexts. Regarding testing the project in different contexts, it would be necessary to evaluate the project's outcomes in different settings to determine its effectiveness and adaptability. It would be important to assess whether the project's strategies and interventions are effective in addressing the unique challenges faced by immigrant women in different contexts and whether the project's goals and objectives are relevant and achievable in these contexts.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	

Lessons learned.

What are the key messages and lessons learned to take away from the best practice experience?

Some key messages and lessons learned to take away from the Voices of Immigrant Women (VIW) project experience include:

Addressing the unique challenges faced by immigrant women is crucial: Immigrant women often face unique challenges related to their gender, including discrimination, gender-based violence, and limited access to resources and services. By focusing specifically on the experiences of immigrant women and exploring the interrelation of factors such as gender, status, ethnicity, age, religion, origin, and political opinion, the VIW project is addressing an important and timely issue that is relevant to the context in which it was rolled out.

Education and awareness-raising are key components of successful integration strategies: The VIW project's focus on education and awareness-raising is particularly relevant in the context of immigration and integration policies. By providing students with a better understanding of the challenges faced by immigrant women and the factors that contribute to their migration, the project is helping to foster greater empathy and understanding among future generations, which could contribute to more effective integration policies in the future.

	Collaboration and partnerships are essential for successful projects: The VIW project has involved collaboration and partnerships with a range of organizations, including universities, NGOs, and immigrant women's associations. Collaborating with these organizations helped to build trust and credibility with the target population and also provided access to resources and expertise that are essential for the success of the project. Amplifying voices and empowering women is critical: The VIW project aims to amplify the voices of immigrant women and empower them to share their stories and experiences. This approach helped to raise awareness about the challenges faced by immigrant women and also helped to build resilience and promoted empowerment among the target population.
Replicability and/or up-scaling What are the possibilities of extending the best practice more widely?	The Voices of Immigrant Women project is designed with a flexible approach that allows for adaptation to different contexts, then it is adaptable to other settings. However, it is important to note that the effectiveness of the project will vary depending on the specific needs and challenges faced by immigrant women in different contexts.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	The project has been considered an example of Good Practice due to its good results. The effort of the VIW consortium has been positively evaluated, together with the project deliverables.

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	https://viw.pixel-online.org/index.php
Contact details What is the address of the people or the project to contact if you want more information on the practice?	Portugal - Sofia Bergano Instituto Politecnico de Bragança sbergano@ipb.pt
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets,	• https://viw.pixel-online.org/e-learning-package.php • https://viw.pixel-online.org/mapping_of_case_studies.php

posters, video and audio documents).	• https://viw.pixel-online.org/policy_recommendations.php

Best Practice 5

Category of best practice

Category Project, Products and Services, Training Programme, Case Study, Campaign, Guidelines, Success Story, other (specify)	Project
Databases used. Include all the databases (websites, EU platforms such as eTwinning, SALTO Youth, etc) that you used to undertake your searches	EU Platform

General information about the best practice

Name of the initiative	Women in reclusion
Type of document (optional) Specify if the document you consulted is a best practice fact sheet, an information sheet, an experience sheet, a case study, a manual,	Platform

guidelines, web-tool, platform, other	
Country In what country(ies) has the best practice been implemented?	Portugal
Level of practice Local, national, European, International, other (specify)	Local
Location /geographical coverage What is the geographical range where the best practice has been used? Please specify when possible, the country, region, town and village	Porto, Portugal
Activity Start date/end date	
Responsible and/or promoting organisation. What organisation was responsible for the best practice?	Diocesan Secretariat for Migration and Tourism (Catholic Diocese of Porto) The Association More Brazil (Porto)

Type of initiative Public | private | other	
Partnership implementing the initiative. Who are the institutions, partners, implementing agencies, and donors involved in the best practice, and what is the nature of their involvement?	

Contents of the best practice

Introduction What is the context (initial situation) and challenge being addressed? Provide a short description of the best practice being addressed. All of these dimensions should contain information that is sensitive to gender and diversity.	The Diocesan Secretariat for Migration and Tourism (Catholic Diocese of Porto), in partnership with the Association More Brazil (Porto), set up the Women in Reclusion in Portugal project which is built around the premise that prison can be an opportunity for transformation. It targets female inmates from different nationalities living without family in Portugal, who find themselves locked up in the prison of Santa Cruz do Bispo, on the outskirts of Porto. The geographical distance between these women's families and their limited financial resources generates emotionally, and material needs which the project seeks to meet, within its limitations.

	Not limited to visits and delivery of goods, the project's mission is to create conditions for and promote personal and professional development, ethics, and citizenship.
Main goals What are the main goals of the best practice?	After an initial assessment of the needs and expectations of the female inmates, the project's goals were defined around the following topics: - Self-esteem and self-knowledge. - Affective re-education. - Respect for difference. - Life plans and goals. - Stress management. - Physical activity and body awareness. - Communication and conflict management. - Arts and crafts. - Celebration of cultural festivals.
Target group Who are the beneficiaries or the target group of the best practice? Who are the users of the best practice?	The female inmates of the Prison of Santa Cruz do Bispo are the beneficiaries of the project. They come from the following countries: South Africa, Brazil, Bulgaria, Colombia, Spain, Italy, Nigeria, the Czech Republic, Dominican Republic, and Venezuela. Their offences are mainly related to prostitution and drug transportation.

Profile of participants (age, education, etc.) What age and education have the participants in the best practice?	
Needs of participants (at the beginning of the initiative) To what kind of needs is the best practice responding?	Not limited to visits and delivery of goods, the project's mission is to create conditions for and promote personal and professional development, ethics, and citizenship.
Methodological Approach What methodology has been used to address the initial issue and lead to a successful outcome and finally the best practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	
Achieved results. What were the achieved results of the best practice?	Through the sessions and periodic qualitative assessments, the work developed with the inmates has resulted in greater cohesion within the group. An internal network of mutual

	support has been created. Women are found to be better equipped to manage stress and to deal with prejudiced attitudes from some Portuguese inmates. The active participation of the inmates has visibly led to a change in their behaviour concerning discipline and allowed them to establish new life goals when released from prison.

There is no follow-up of the inmates after being released, and this is not a foreseeable possibility at this moment: due to privacy issues the Diocesan Secretariat and the Association More Brazil do not keep in touch with former inmates after their release from prison.

The project has evolved in quantitative terms. In 2008 there were 15 inmates involved, then between 2009 and 2014 there were approximately 115 taking part in the activities. Between 2015 and 2016 the project reached out to 26 inmates in a year. |
| **Impact on participants**

What has been the impact (positive or negative) of this best practice on the beneficiaries' livelihoods? | |
| **Innovativeness and success factors**

In what way has the best practice contributed to | The project conducts quarterly evaluations through oral and written feedback from the inmates. On an annual basis, as final evaluation, participants are given the task to |

innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the best practice to be successfully replicated?	visually express what the project has meant to them over the year by creating posters. The project's success is visible in the testimony of the inmates, mainly when they leave the prison and report the importance of the sessions in their lives and how relevant they were to their personal transformation. The meaningful and sincere hug at the end of each session can also be recorded as a sign of success. In terms of a point for improvement, the team has identified the need for greater financial investment in the purchasing of materials for the project, mainly for the very popular arts and crafts sessions.
Relevance is given the context Why is the practice relevant for the context in which it was rolled out?	The Women in Reclusion in Portugal project is relevant for the context in which it was rolled out because it addresses the specific needs and challenges faced by female inmates from different nationalities living without family in Portugal. These women often find themselves isolated and disconnected from their families and communities due to their incarceration and the geographical distance between their families. The project seeks to meet the emotional and material needs of these women by providing them with support, resources, and opportunities for personal and professional development. By doing so, the project aims to

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV

	empower these women and help them rebuild their lives upon release.
Adaptability to other contexts Is the best practice adaptable to other contexts? Has the best practice been tested in different contexts?	The Women in Reclusion in Portugal project was specifically designed to address the needs and challenges faced by female inmates from different nationalities living without family in Portugal. While the project's approach and methods may be adaptable to other contexts, it would likely require some modifications to ensure that it is tailored to the specific needs and circumstances of the target population.
Constraints What are the challenges encountered in applying the best practice? How have they been addressed?	Implementing a project of this nature presents various challenges such as gaining access to the prison and building trust with the inmates. These challenges were addressed through collaboration with prison authorities and by working closely with the inmates to understand their needs and concerns.
Lessons learned. What are the key messages and lessons learned to take away from the best practice experience?	This project highlights the importance of providing support and resources to incarcerated women to help them rebuild their lives upon release. By addressing their emotional and material needs and providing opportunities for personal and professional development, this project empowers women and helps them reintegrate into society.
Replicability and/or up-scaling	To extend the project more widely, it would be important to conduct a thorough assessment of the needs and expectations of the target

What are the possibilities of extending the best practice more widely?	population in each new context. This would involve engaging with local stakeholders, including prison authorities, community organizations, and the inmates themselves. Based on this assessment, the project could be adapted to meet the specific needs and circumstances of the target population in each new context.

Reasons for choosing this best practice.

Choice Why should this practice be in the collection of best practices?	It could be considered a best practice because it has resulted in greater cohesion within the group. An internal network of mutual support has been created

Have you had any experience with this best practice?

Experience Have you experienced/been involved in the best practice? Please specify.	No

Sources

URL / Related website(s) of the practice	https://ec.europa.eu/migrant-integration/integration-practice/women-reclusion-portugal_en
Contact details What is the address of the people or the project to	Alina Esteves Country Coordinator

contact if you want more information on the practice?	alinaesteves@campus.ul.pt
Related resources Please list the relevant resources that have been developed by the best practice (training manuals, guidelines, fact sheets, posters, video, and audio documents).	

Together We Can

VNB
Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

RightChallenge

EXEOLAB
CREATING SYNERGIES

VAEV