

Education for Deeper Social Integration  
(2017-1-SI01-KA204-035562)

Education of Adults from Vulnerable Groups - Collection of Good  
Practices

January, 2019

With the project “Education for Deeper Social Integration” (EDSI), implemented under the auspices of the Slovene National Agency Cmeplus and the Erasmus+ Programme, we established a strong international network of organisations dealing with education of adults, especially those, who belong to vulnerable groups. The main task of this project is the social integration of adults, especially refugees and migrants, into the mainstream society through holistic education approaches, which we will research and also determine their potential for transfer into new local contexts. Throughout Europe different methods and strategies for facing the refugee crisis and educating adults with fewer opportunities have been developed and through this project we plan to detect the best strategies in this field.

This *Collection of good practices* presents approaches detected and documented in partner countries and outlines the resources needed to implement them in another locality.

Project partners:

Coordinator:

Združenje EPEKA – Slovenia

Partners:

IASIS NGO - Greece

Regional Cluster “North-East” - Bulgaria

Prometeo - Italy

European Youth Centre Breclav – Czechia

Solidaridad sin fronteras - Spain

Cumbria Credits Limited – United Kingdom

More about the project: [www.edsi.si](http://www.edsi.si)

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## I. Slovenia

### 1. Youth with less opportunities finding work with youth work (Fair employment)

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	Youth with less opportunities finding work with youth work (Fair employment)
<b>Country, region and municipality of implementation</b>	Slovenia, the project is being implemented in 6 regions
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2016 – 2018
<b>Level of implementation (local/regional/national/transnational/other)</b>	National implementation
<b>Webpage or other online info about the good practice</b>	<a href="http://fairemployment.si/">http://fairemployment.si/</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Znanstveno-raziskovalno združenje za umetnost, kulturne in izobraževalne programe in tehnologijo EPEKA, socialno podjetje Koroška cesta 8 2000 Maribor SI  epeka@epeka.si
<b>Brief description of the organisation implementing the good practice</b>	Scientific and Research Association for Art, Cultural and Educational Programmes and Technology EPEKA, Social Enterprise, was founded in 2008. EPEKA Association was founded as an initiative to connect creators of cultural, artistic, educational, scientific and technological content. In 2013 EPEKA proposed the Municipality of Maribor to submit candidacy for the European Youth Capital title. Consequently, Maribor became the European Youth Capital in 2013. We continue our activity in the field of EU

General information about the good practice (GP)	
	<p>citizenship, EU values and intercultural dialogue. EPEKA has branches abroad: EPEKA Czech Republic, EPEKA Austria, EPEKA Serbia, EPEKA Turkey, EPEKA UK and an informal group of youth EPEKA Armenia. We also have affiliate branches in Ljubljana and Izola. EPEKA Association, Soc. Ent., is an association of public interest in the field of culture and an association of public interest in the field of youth. We are a non-governmental, non-profit organization, and we have been operating by the principles of a social enterprise since 2013. We support vulnerable groups and have implemented several projects addressing their needs especially related to education and employment.</p>

Good practice description	
<p><b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b></p>	<p>EPEKA, social enterprise, continues its mission of connecting youth work, social entrepreneurship and integrating the Roma minority in its project “Youth with less opportunities finding work with youth work (Fair employment)”. In the project we will teach and train young people with fewer opportunities with a wide array of activities and informal learning practices so that they will acquire new learning competences, which are necessary to find employment or to start on their own path of social entrepreneurship.</p> <p>“Youth with less opportunities finding work with youth work” is a 27 month long project. EPEKA, soc. e., will carry out numerous learning programmes, training courses, meetings, round tables, etc., in 6 Slovenian regions — 4 in the eastern part and 2 in the western part of Slovenia. We will include 60 young people with fewer opportunities (45 from the Western region and 15 from the Eastern) and as a consequence of the project we will achieve 32 new employments.</p> <p>The project consists of several interwoven activities. The core of the project addresses educating young adults from vulnerable groups (Roma, refugees, NEETs) about crucial skills, which form 3 education modules (ICT skills, Slovene and foreign languages, Entrepreneurship and innovation – in total this includes 984 activities in 6 regions during the whole project). This is supplemented by activities addressing local, national and European policy and decision makers and employees in the public sector on the one hand, and potential employers on the other. The third part of the project is more oriented towards fostering integration and increasing participation in democratic processes (Health, culture and sports activities – e.g. football tournament with local and national decision makers, refugees and the Roma; implementing an awareness</p>

<b>Good practice description</b>	
	campaign about Roma employment together with interested participants). The project will conclude with an international conference and published compendium.
<b>Short description of the problem the good practice aims to tackle</b>	According to the statistics of the Employment Service of Slovenia for July 2016 there were 7.689 unemployed people aged 15-24 years and 12.858 aged 25-29 years. There is no in-depth statistic for young people showing the duration of their unemployment, gender, age and education. According to surveys and statistics that Epeka, soc. e., has gathered we can clearly see that the majority of long-term unemployed consists of young people with low education, especially women and members of ethnic minorities, Roma and other marginal groups. There are many reasons for vulnerable group unemployment, but the most prominent are: discrimination, racism, intolerance, segregation, "antigypsism" and so on. According to some data members of the Roma community are 17-times more likely to become permanently unemployable than members of the general population.
<b>Main objectives of the good practice</b>	<ul style="list-style-type: none"> <li>— ensure employment to young people with fewer opportunities through youth work in different organisations, gathering experiences in social enterprises and including them in workshops and other activities that employ methods of informal learning;</li> <li>— provide all necessary support to social integration of young Roma men and women through youth work with the goal of finding later employment;</li> <li>— educate and empower young people with fewer opportunities in the field of international youth work, active citizenship, volunteering, promoting intercultural dialogue and EU values etc.;</li> <li>— use the methods of social entrepreneurship in combination with youth work as a means to achieve economic growth with a specific product and also to use the profits of these activities for the public good and for encouraging employment of young people with fewer opportunities.</li> <li>— Include at least 60 active participants in over 900 activities and ensure that at least 32 of them find employment.</li> </ul>

Good practice description	
<b>Target groups</b>	<p>Primary: young adults (18-30) belonging to vulnerable groups: Roma, persons with one of the forms of international protection, NEETs</p> <p>Secondary: unemployed young adults</p>
<b>Measures to involve the target groups</b>	<p>Information campaign and relying on existing established networks connected to the target groups. In cases where our networks are less well formed or relatively new we also contact other NGOs and public institutions to facilitate information dissemination. A key aspect is engaging influencers in specific target groups to attract other participants.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>While there are several education projects already being implemented in Slovenia, Fair Employment goes beyond education in key skills and competences and also includes several activities with decision makers and employees in relevant public institutions. These activities are often attended by the primary target group as well, which gives opportunities to see the target group as individuals and not only a statistic and also provides real and necessary feedback to all involved. Besides education activities we also conduct several activities aimed at integration and fostering healthy lifestyles.</p>
<b>Evidence of success (results achieved)</b>	<p>At this point the project is still ongoing, we have achieved 26 of the 32 foreseen employments and also formed a strong and well connected group of young adults throughout Slovenia.</p>
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	<p>Attracting young adults to attend education activities. This is the biggest hurdle in implementation as keeping them interested in a long-term non-formal education process is difficult and requires a delicate approach. This is a problem for all similar projects and the best solution is long-term cooperation and building of trust. Newer initiatives (within ESF programme) also foresee a small stipend for participants, but these projects haven't been implemented yet and the effects are not yet clear.</p> <p>Participants finding employment is of course a difficulty but at this point we are on track and the economic and job growth in Slovenia has a positive influence.</p>

Good practice description	
<b>How could this intervention be improved</b>	Better cooperation with relevant public bodies (e.g. Employment office helping with participant selection and also information dissemination).

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	The good practice is transferable but requires significant HR and financial support. As the project is large in scale (both in the geographical sense and in the number of planned activities) a smaller version might be viable with significantly smaller funds.
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	340.000,000 EUR  2 full time employees and 12 outside experts

## 2. Craft Flow: Refugee Empowerment Through Craft & Entrepreneurship

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	CRAFT FLOW: REFUGEE EMPOWERMENT THROUGH CRAFT& ENTREPRENEURSHIP
<b>Country, region and municipality of implementation</b>	Ljubljana, Slovenia Kostanjevica na Krki, Slovenia
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	01.09.2016 – 31.012.2017
<b>Level of implementation (local/regional/national/transnational/other)</b>	International project, activities took place in Slovenia
<b>Webpage or other online info about the good practice</b>	<a href="https://www.craftflow.org/indexen">https://www.craftflow.org/indexen</a>
<b>Name and contact information about the organisation implementing the good practice</b>	DRUŠTVO TERRA VERA Grajska cesta 8 8311 Kostanjevica na Krki <a href="mailto:drustvo.terravera@gmail.com">drustvo.terravera@gmail.com</a>
<b>Brief description of the organisation implementing the good practice</b>	Terra Vera Association for Sustainable Development has started as an initiative of socially critical group of young people during the global crisis. We feel the need to create opportunities for interpersonal solidarity, integration, care for the environment and ethical economy. We foster the development of human potential in the field of sustainable management in rural areas, the social inclusion of vulnerable groups (especially refugees, migrants, Roma, unemployed youth, rural women) and cultural and ethnic minorities, the creation of new forms of cooperation and interest of integration between people and contributing to a higher quality of life in local communities. We develop innovative programs in the field of sustainable management,

<b>General information about the good practice (GP)</b>	
	<p>non formal learning, social inclusion, media education, craft and ethical entrepreneurship. We are engaged in the development and promotion of of fair trade, responsible tourism and social entrepreneurship. At the same time we are constantly committed to research, field work and awareness raising. Through various methods we encourage self-organization, use of local resources and sustainable management. We are agents of knowledge-share on all levels, from small local initiatives to academia, from municipal authorities to social entrepreneurship.</p>

<b>Good practice description</b>	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>The implementation of CRAFT FLOW project introduced the methodological basis for a craft&amp;entrepreneurship start up programme, targeted especially at vulnerable social groups of asylum seekers, immigrants, and refugees. One of the project’s main results was a toolkit ‘From crafter to entrepreneur’, designed especially for members of vulnerable social groups - in this phase for young migrants, asylum seekers and refugees. The toolkit was divided into a series of chapters, each covering an important step in the development of craft-entrepreneurship initiative and ethical marketing brand, from idea to the final product, developing necessary knowledge and competences needed for the effective marketing. Toolkit was a result of expert recommendations and experience of our partner organisations, as well as improvements deriving from working experience with the testing group in Slovenia. Individual chapters were regularly tested on a group of 20 participants (refugees) and therefore provided a non-formal learning programme. This helped participants strengthen their entrepreneurship skills and get a first-hand experience of cultural heritage of the local environment, develop an ethical marketing brand and cooperate with local artisans/designers in order to create prototypes of handicraft products with added value. The testing programme was carried out throughout the 10-months project in form of two day workshops taking place each month. We also developed mentoring and peer support, emphasizing the role of psychological and social help to the refugees.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>The main motivation was transfer of good practices of integration of refugees into the European Union, providing expert knowledge of the necessary frameworks for social inclusion and promoting the benefits of their cultural contributions and creativity. The project also offered a basic framework for asylum seekers to evolve their craft skills and explore possible entrepreneurship possibilities.</p>

<b>Good practice description</b>	
<b>Main objectives of the good practice</b>	Our aim is to contribute to the better integration of refugees into the European Union and increase their (self)employment possibilities by providing expert knowledge of the necessary frameworks for social inclusion and promoting the benefits of their cultural contributions and creativity. We thus aimed to create a social network between participants (refugees) and local handcrafters, designers, instructors, potential employers and other stakeholders who can transfer their practical experience and expertise.
<b>Target groups</b>	The project aims to connect asylum seekers and refugees to creative and entrepreneurial agents; we closely work with students of the faculties as well as with those who are outside the formal educational systems. We create shared spaces where people can get together and learn from each other on the equal terms. The project connects asylum seekers, local entrepreneurs and craftsmen and potential buyers or clients.
<b>Measures to involve the target groups</b>	We addressed the selected target groups through our established channels within the migrant community and within the local artisan and entrepreneurial communities. The target groups were involved in the activities and also contributed to developing future activities and the toolkit through their input in evaluations.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	The project had two main areas in its methodological approach. One the one had was the union of craftsmanship and entrepreneurship, which can form a potential source of (supplementary) income to members of the main target group. This was further facilitated by connecting refugees with experienced artisans and entrepreneurs. On the other hand a key part of the project was increasing the level of the refugees' integration, expanding their social circles and increasing their confidence and interpersonal skills.
<b>Evidence of success (results achieved)</b>	In the project, we set up an E-platform in both Slovene and English, which will be maintained after project completion as a free open source site. This systematize and organise the non-formal learning material resulting from the project (Skill share, Online toolkit, webinars, video material and the basis for the online shop where it will be possible to sale & buy products once the project is over).

<b>Good practice description</b>	
	As the project was small scale and conceived as a pilot for possible future actions we involved a relatively small number of members of the target group – 20.
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	Barriers to participation owing to language. People learn and develop at different pace and may require more time than the project allows refining their skills and ideas. People may not have the individual resources to be self-sufficient or be able to afford equipment to set up in business. Feelings of isolation without family support. People have different cultural, religious and political values, which can lead to conflict.
<b>How could this intervention be improved</b>	While the project was small scale and was in a way a pilot initiative there are ways to improve it or rather improve on its potential. Strong language support is needed as not all members of the target group have sufficient language skills. This can be overcome with the help of outside language courses, which are present as a basic means of integration throughout the EU, and with the help of experts or more skilled peers. Material difficulties (especially in the long term) can be lessened with the involvement of local FabLabs or similar organizations or, if resources are available, by buying and renting “communal” tools.

<b>Good practice transferability</b>	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice; Would this action work well in another European context? What local / national conditions</b>	To implement the project on the level it was implemented in Slovenia relatively little is needed. The organizer needs access to basic tools and artisans willing to participate. The created toolkit offers a framework for implementation and development. Sufficient purchase power in the area of implementation is need for successful (long term and sustainable) implementation. This should be supplemented by networking with local crafts shops or using existing online platforms, as a degree of economical success is critical for motivation of the participants and long-term viability.

Good practice transferability	
should be met to allow the transfer?)	
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	The project's budget was 38.030,00 EUR. The project requires staff with crafting skills and basic understanding of entrepreneurship and intercultural dialogue.

### 3. Integration package for unemployed migrants, refugees and asylum seekers

General information about the good practice (GP)	
GP Title	Integration package for unemployed migrants, refugees and asylum seekers
Country, region and municipality of implementation	Slovenia; <i>Osrednjeslovenska, Podravska, Savinjska</i> regions
Timeframe of good practice (start date, end date unless ongoing)	Project duration: December 2010 to December 2013 (ESS) Initiative was operating until 2015 as a partner to the Employment office of Slovenia, lost funding and got restarted in 2016 by an association.

<b>Level of implementation (local/regional/national/transnational/other)</b>	National
<b>Webpage or other online info about the good practice</b>	<a href="https://www.zsss.si/projekti/integracijski-paket/">https://www.zsss.si/projekti/integracijski-paket/</a>
<b>Name and contact information about the organisation implementing the good practice</b>	<p>Project coordinator: ASSOCIATION OF FREE TRADE UNIONS OF SLOVENIA</p> <p>Dalmatinova 4 Ljubljana, 1000 <a href="mailto:zsss@sindikat-zsss.si">zsss@sindikat-zsss.si</a></p> <p>(as the below listed partner had key content contribution to the integration aspects of the project I am also listing the partner)</p> <p>Partner: SLOVENE PHILANTROPY</p> <p>Cesta Dolomitskega odreda 11 1000 Ljubljana <a href="mailto:info@filantropija.org">info@filantropija.org</a></p>
<b>Brief description of the organisation implementing the good practice</b>	<p>ZSSS is a voluntary and democratic organisation, independent of political parties, parliament, government and religious communities, founded on 6 April 1990. The association is funded solely by membership fees and project work.</p> <p>Our representativeness and efforts to establish a high level of social dialogue give us the leverage to negotiate the contents of collective agreements and participate in the Economic and Social Council where we, together with the government, coordinate law proposals and other documents affecting workers. Social and other agreements related to salaries and specific economic and social affairs are concluded in the framework of a tripartite partnership. ZSSS has representatives in all social security institutions and three representatives in the national council.</p> <p>Our goals are achieved through negotiations, agreements, strikes or mass manifestations. The advantage of ZSSS and its members over other trade union organisations is its regional union organization network that allows them to provide, in the entire territory of Slovenia, at their regional organizations' head offices and in a number of local trade union offices, legal, professional and other assistance to their members near their place of residence and work.</p>

	<p>(as the bellow listed partner had key content contribution to the integration aspects of the project I am also listing the partner)</p> <p>Slovene Philanthropy, Association for promotion of voluntary work, is a humanitarian organization operating in public interest since 1992. Our programs are aimed at increasing the quality of life in the community and advocacy for the socially weak. The central activity of Slovene Philanthropy is the promotion of volunteering. We firmly believe that through volunteering we can all contribute to a better and more tolerant society, based on the respect of all people regardless of their personal or living circumstances. Segregation of society is increasing the number of areas that require the engagement of people in order to assure the values of a just society. Through our programs we are entering areas not yet covered by national institutions or covered only to a certain degree: assistance to refugees, children and young migrants, aid for the homeless and other persons without health insurance in access to health services, advocacy of rights of migrant workers, establishment of intergenerational cooperation.</p>
<b>Good practice description</b>	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>The project integration package for unemployed migrants, refugees and asylum seekers stems from an ongoing effort to assist primarily labour migrants in terms of informing them about legal changes and possibilities related to labour market access and general integration. While initially focusing on unemployed migrant workers, asylum seekers, and refugees, the project also aims to include the migrant youth. Its goal is a more general migrant social inclusion, at the same time as keeping in mind the necessity to contribute to migrant equality in terms of labour market access and access to full workers' rights and benefits.</p> <p>During the project we developed a curriculum to train migrant/refugee rights defenders and counselors and also trained individuals, who worked in these roles in the field. We set up a crisis telephone number, a toolkit for training counselors, a monthly newspaper called Migrant news to inform migrant workers directly about ongoing legal changes, work field, cases of companies, etc. The newsletter was distributed directly to migrant workers - that means going to workers' dormitories, and frequent points of gathering (it was in the Slovene and BCMS languages, which is spoken in the main target group). The project also involved a number of activities aimed at fostering better social integration of the target group – e.g. workshops, multi-ethnic festival, engaging well informed migrant workers as volunteers-counsellors etc. Working with governmental</p>

<b>Good practice description</b>	
	institutions (e.g. Employment Service of Slovenia) to better inform them on the problem the target group is facing and help forming better policies and interventions for the employment of vulnerable groups.
<b>Short description of the problem the good practice aims to tackle</b>	<p>The key issues tackled by the project were:</p> <ul style="list-style-type: none"> <li>- high levels of under informedness of migrants, asylum seekers and refugees about the rights related to their work and wider life environment; this was related both to the lack of necessary infrastructure and the wider problem of their social exclusion</li> <li>- low levels of integration in their direct environment as a consequence of the work and life conditions into which they were placed</li> <li>- very limited employment prospects and opportunities that are often ill suited to their achieved level of education; e.g. in December 2010 out of the 74.008 work permits issued 27.625 were for work in construction , which often needs unqualified workers and is also plagued by high levels of worker exploitation.</li> </ul>
<b>Main objectives of the good practice</b>	<ul style="list-style-type: none"> <li>- foster equal opportunity employment</li> <li>- increase the level of integration of members of the target groups through a subset of activities – e.g. multicultural festival</li> <li>- increase the levels of the access to employment opportunities and trainings for members of the target groups; the project will from its beginning employ 3 members of the primary target group and implement a series of educational activities</li> <li>- train volunteers to work in the field and educate the target group about their rights related to employment and other key areas of life thus increasing their level of informedness</li> </ul>
<b>Target groups</b>	<ul style="list-style-type: none"> <li>- primary: unemployed economic migrants, economic migrants, refugees, asylum seekers</li> <li>- secondary: youth under 25</li> </ul> <p>In the period of implementation the majority of the members of the primary target group were from the Balkan region.</p>

<b>Good practice description</b>	
<b>Measures to involve the target groups</b>	We operated a counselling hotline and centers. Our counsellors visited members of the target group in their dormitories and places, where they spend time. We also created a monthly newsletter informing them about their rights, changes in labor law, good or exploitative practices by companies and private employment agencies etc. We directly involved members of the target group in the implementation of various aspects of the initiative.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	The project was innovative as it directly involved the target group in the formation of training content and used their experience to create a programme that addresses the actual relevant issues, which were also communicated to public bodies. This 8-part training programme included aspects of labor and social law, asylum and foreign resident law, Slovene language, communication, research work, ICT skills and the Slovenian work market. We created a toolkit/guidelines for counsellors working in the field. We created a system of internal information circulation in the migrant community supported by the project. Organizing multicultural events to connect the migrant communities with the majority population.
<b>Evidence of success (results achieved)</b>	We planned to include 40 members from the target groups, directly employ 3 people and conduct 4500 counsellings and 600 in-depth counsellings and long-term observations. In the end, only in 2013 we had over 27.500 visits to our counselling office and 36 volunteers offering counselling in the field. After the end of the projects lifetime, in 2015, we operated in 12 cities in Slovenia in cooperation with the Employment Service of Slovenia.
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	At first there were problems with attracting members of the target groups, but these were soon overcome by building trust and by the real need for such a service. There are also long-term sustainability issues as the project requires quite a lot of HR and also outside financial support either by the government, EU funds or by acting under the auspices of governmental agencies.
<b>How could this intervention be improved</b>	While the intervention was successful, there were long-term sustainability issues, which can be overcome by decisive governmental or similar support.

<b>Good practice transferability</b>	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b></p>	<p>Along with the aforementioned HR and financial needs the implementation also requires expertise and language skills. As the project primarily targeted persons from the Balkan region (this was before the mass refugee waves coming from Africa and the Near East) there were fewer cultural differences as a result of the common Yugoslav past. The same can be said in relation to language barriers as Slovene and BCMS languages are similar. These are issues that must be addressed if implementing the project in the current milieu. It is also crucial to include members of the target group as workers within the project, as this eases access to the target groups and fosters the building of trust.</p>
<p><b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b></p>	<p>297.983,59 € ESF funds</p> <p>During the project life-time 5 full time staff and in later stages 36 filed workers informing and counseling the target group.</p> <p>A small scale or pilot implementation would require a smaller number of employees but a high level of knowledge about national social and labour law and basic integration processes.</p>

4. SKUHNA - “Slovenian World Cuisine”, improvement of social conditions of migrants, while enriching the Slovenian society

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	SKUHNA - “Slovenian World Cuisine”, improvement of social conditions of migrants, while enriching the Slovenian society
<b>Country, region and municipality of implementation</b>	Ljubljana, Slovenia
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	01/05/2012 Ongoing (end of ESF financing 2015)
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local
<b>Webpage or other online info about the good practice</b>	<a href="http://www.skuhna.si/">http://www.skuhna.si/</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Zavod Global Nova pot 72, Vnanje Gorice, 1351Brezovica pri Ljubljani info@skuhna.si
<b>Brief description of the organisation implementing the good practice</b>	Zavod Global was established in Ljubljana in 2010 to address issues of global learning, intercultural education and development. The Global Institute’s role is to attempt to provide an alternative non-Eurocentric perspective to issues dealt with in the field of global learning. The purpose of the Institute is to bring together better understanding of people in Slovenia/Europe with people in the Global South. Since its inception Global Institute has implemented about 25 projects funded by the Slovenian Government, Municipalities and the ESF.

<b>Good practice description</b>	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>SKUHNA or “Slovenian World Cuisine” is an innovative project of social enterprise, which, together with migrants and refugees, has been developed by the Global Institute, in partnership with the Voluntariat Institute. It is meant to contribute to the improvement of social conditions of migrants and refugees, while enriching the Slovenian society. The idea is based on the connection between people around a basic need: nutrition.</p> <p>Besides the restaurant, main activities of Skuhna are catering and cookery workshops. Considering that cooks and waiters participating to the projects are migrants and refugees coming from different corners of the world, Skuhna proposes a variety of dishes typical of Central and South America, Asia, and Africa.</p> <p>The Project consists of 3 areas corresponding to 3 activities:</p> <ol style="list-style-type: none"> <li>1. <u>A Restaurant</u> which employs 4 chefs from the Global South who prepare authentic food from their respective culinary backgrounds. Skuhna contractually cooperates with other chefs from this part of the world so ensure enough diversity to propose food from a different country every day.</li> <li>2. <u>A Catering service</u> which can be enriched with poetic folk music, folk tales or live music.</li> <li>3. <u>Cooking workshops</u> conducted by people from Africa, Asia and South America. In addition to cooking skills, participants of the cookery courses expand their horizons as they will be able to communicate with persons who come from a foreign cultural environment. They will be able to learn about politics, international relations, peer relations, history, languages, music, dance ... depending on the interest of participants.</li> </ol>
<b>Short description of the problem the good practice aims to tackle</b>	The crucial problems the project addresses are the lack of employment possibilities for migrants and refugees in Slovenia and the lack of inter-cultural understanding and dialogue between migrants and the majority population.
<b>Main objectives of the good practice</b>	<p>The project pursues 4 main goals:</p> <ol style="list-style-type: none"> <li>1. Enabling access to training and employment to migrants and refugees in order for them to benefit from their own ability, through vocational reintegration and inclusion to the labour market.</li> </ol>

<b>Good practice description</b>	
	<ol style="list-style-type: none"> <li>2. Developing new and innovative economic activities within the scope of social entrepreneurship and progressively upgrade them, while ensuring their sustainability and job creation.</li> <li>3. Offering activities to native Slovenians (cookery courses, camps, catering and telecast), which, in an innovative way, promote social interaction between migrants and the majority population with the intention to de-construct as many stereotypes and prejudices held by both parties and achieve a tolerant society.</li> <li>4. Through training and other activities, increasing the social inclusion of socially vulnerable groups in the mainstream society.</li> </ol>
<b>Target groups</b>	The project targets Migrant and refugee groups as well as the Slovenian population, and ultimately the Slovenian society as such as customers.
<b>Measures to involve the target groups</b>	Addressing the target groups through all available dissemination channels and also communicating through other stakeholders either public institutions or NGOs. Attracting newly arrived refugees and migrants through other integration projects and involving them through organizing culinary workshops.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	In the Ljubljana region Skuhna is innovative as it offers a wide range of culinary experiences otherwise not available in the region. Skuhna also offers workshops for members of the local population, who want to learn about non-European culinary traditions. This is also supplemented by a rich cultural program (e.g. concerts). All activities are planned in a way that fosters cultural dialogue and interaction between the target group and the majority population.
<b>Evidence of success (results achieved)</b>	<p>So far, 7 individuals with migrant background are participating to training courses, 4 are employed on the project with an undetermined or fixed-term full-time contract for a period of at least 18 months and more than 30 catering activities have been carried out. The project have been presented on 9 occasions and more than 20 articles have been published about it.</p> <p>In 2018, 3 years after the end of financing, Skuhna is still operating and is a sustainable business.</p>

Good practice description	
<p><b>Main problems encountered in implementing and description of the measures taken to overcome them</b></p>	<p>The most important challenges faced by the team is overcoming cultural differences while operation in inter-cultural environment.</p> <p>Another hurdle is operating as a sustainable restaurant after the end of the project lifetime and operating in as an economic entity.</p>
<p><b>How could this intervention be improved</b></p>	<p>While the project was well implemented and it is still operating and functioning on the market without European co-financing, it is crucial that a strong business plan is formulated and that the basics of the restaurant business are understood beforehand as they present a steep learning curve as does the process of guaranteeing long-term financial feasibility.</p>

GP transferability	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b></p>	<p>The action is transferable to other European contexts but as mentioned before a viable business strategy is crucial before the implementation as the food business represents a field with strong competition and high expenses both in financial and HR terms. It is also crucial to have the support of the local population and also of local institutions.</p>
<p><b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required)</b></p>	<p>The project was supported with a 299.792,00 EUR grant from the ESF. Besides financial resources staff with existing cooking and managerial expertise is needed as well as the drive to pass this knowledge on to beneficiaries.</p>



<b>GP transferability</b>	
<b>to set up and to run the practice)</b>	

## II. Greece

### 1. LIGHTHOUSE PROJECT

General information about the good practice (GP)	
<b>GP Title</b>	LIGHTHOUSE PROJECT
<b>Country, region and municipality of implementation</b>	In seven partners from Spain, Norway, Greece, France, Cyprus and Austria.
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	From September 2014 till August 2017
<b>Level of implementation (local/regional/national/transnational/other)</b>	L/R/N/EU
<b>Webpage or other online info about the good practice</b>	<a href="http://www.lighthouse-project.eu">www.lighthouse-project.eu</a>
<b>Name and contact information about the organisation implementing the good practice</b>	IASIS NGO iasisrnd@gmail.com
<b>Brief description of the organisation implementing the good practice</b>	<ul style="list-style-type: none"> <li>• SPAIN - PROJECT COORDINATOR SFF Solidaridad Sin Fronteras <a href="http://www.ssf.org.es">www.ssf.org.es</a></li> <li>• AUSTRIA BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH <a href="http://www.best.at">www.best.at</a></li> <li>• CYPRUS</li> </ul>

General information about the good practice (GP)	
	<p>CARDET Centre for Advancement of Research and Development in Educational Technology LTD <a href="http://www.cardet.org">www.cardet.org</a></p> <ul style="list-style-type: none"> <li>FRANCE</li> </ul>
	<p>ITG Conseil <a href="http://www.itg.fr">www.itg.fr</a></p> <ul style="list-style-type: none"> <li>GREECE</li> </ul>
	<p>IASIS NGO <a href="http://www.iasismed.eu">www.iasismed.eu</a></p> <ul style="list-style-type: none"> <li>SPAIN</li> </ul>
	<p>Instituto para el fomento del desarrollo y la formación SL <a href="http://www.infodef.es">www.infodef.es</a></p> <ul style="list-style-type: none"> <li>NORWAY</li> </ul>
	<p>Rogaland skole og bedriftsutviklingsforening <a href="http://www.rogalandsbdf.com">www.rogalandsbdf.com</a></p>

Good practice description	
<p><b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b></p>	<p>STATE OF THE ART REPORT: to provide a clear understanding, about the context and situation of the career guidance and counselling services for migrants, both at national and European level, by identifying barriers, obstacles, opportunities and needs and making useful recommendations to guide the methodological implementation of the LIGHTHOUSE</p> <p>LIGHTHOUSE INTERACTIVE MODEL: to introduce and guide the beneficiaries through the open space created to offer tailored counselling and career guidance for migrants in the areas of recognition, training, employment and mobility</p> <p>LIGHTHOUSE TRAINING CURRICULUM: an ECVET-based tool designed to develop the necessary knowledge, skills and competences of the professionals to implement the LIGHTHOUSE model and provide counselling and career guidance to migrants</p> <p>LIGHTHOUSE GUIDEBOOK: to provide in depth information on the theoretical foundations of the LIGHTHOUSE model and its innovative strategies and techniques for career guidance and counselling to migrants</p> <p>LIGHTHOUSE GUIDELINES: to deliver key recommendations for further implementation of the LIGHTHOUSE model for career guidance for migrants.</p>

<b>Good practice description</b>	
	<p>LIGHTHOUSE TOOLBOX: to equip professionals working at career guidance and counselling services for migrants with a set of innovative methods and practical resources for the implementation of LIGHTHOUSE in their own organisations, services and daily practice</p> <p>LIGHTHOUSE DIDACTIC FILM: an attractive pedagogical tool to give visibility and engage the organisations, professionals and migrants for the innovativeness and add value of the LIGHTHOUSE contents</p>
<b>Short description of the problem the good practice aims to tackle (max 1000 characters)</b>	Integration, unemployment, life-long learning
<b>Main objectives of the good practice</b>	Lighthouse supports lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility.
<b>Target groups</b>	Counselors, migrants
<b>Measures to involve the target groups</b>	The target group was involved through dissemination activities such as distribution of projects' newsletter, flyer, poster, events through social media and e-mails.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	Development of the LIGHTHOUSE Platform designed as open educational resource, in English and partners' languages, will offer the following products developed during the project life.
<b>Evidence of success (results achieved)</b>	Lighthouse products, people reached, networks established
<b>Main problems encountered in implementing and description of the</b>	No problems encountered during the project.

Good practice description	
measures taken to overcome them	
How could this intervention be improved	This intervention could be further adopted in national realities of other countries.

GP transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?) (max 700 characters)	National adaptations must be made for the use of LIGHTHOUSE products.
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice) (max 500 characters)	LIGHTHOUSE products and human resources: counselors, trainers. No financial resources are needed.



**GP transferability**

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## 2. M.Yth.WORK PROJECT

General information about the good practice (GP)	
<b>GP Title</b>	M.Yth.WORK PROJECT
<b>Country, region and municipality of implementation</b>	The project was implemented in Greece, Spain, England, Italy, Bulgaria.
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	From 10/2016 to 3/2018
<b>Level of implementation (local/regional/national/transnational/other)</b>	L/R/N/EU
<b>Webpage or other online info about the good practice</b>	<a href="http://www.reachingoutmyproject/">http://www.reachingoutmyproject/</a>
<b>Name and contact information about the organisation implementing the good practice</b>	IASIS NGO iasisrnd@gmail.com
<b>Brief description of the organisation implementing the good practice</b>	<ul style="list-style-type: none"> <li>• ABD works throughout Barcelona, carrying out over 70 programs which support both vulnerable, socially excluded individuals and their families.</li> <li>• SOLIDARIDAD SIN FRONTERAS, “SSF” is a not-profit organization composed of interdisciplinary professionals with different nationalities. SSF’s mission is to contribute to the development, integration and wellness of the most vulnerable groups in society, by networking with other organisations and public institutions to promote tolerance, justice and social responsibility. SSF develops different projects at national and European level, training activities,</li> </ul>

General information about the good practice (GP)	
	<p>seminars, research and public activities on social, political and cultural issues, defending the right of education and freedom of education.</p> <ul style="list-style-type: none"> <li>• IASIS NGO's main objective is to provide psychosocial support and education to people who are experiencing, or at risk of social exclusion, and to adult learners in the humanitarian field. IASIS has implemented a number of projects related to psychosocial support (individuals and families).</li> <li>• SAFE is a not-for-profit organisation based in Liverpool, England. We develop and facilitate community projects across many sectors including: education, health &amp; social care &amp; urban regeneration, working collaboratively alongside a diverse range of adults &amp; young people all experiencing disadvantage.</li> <li>• SIS is an intermediary organisation in the social economy sector. SIS has the legal form of social cooperative which shareholders are 27 social cooperatives active in the Milan Areas.</li> <li>• BDSL work throughout Bulgaria, supporting children 'deprived of parental care' by developing and creating sports facilities and activities with an aim to developing skills and competencies which will encourage their integration into society.</li> </ul>

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>M.Yth.WORK has promoted Skills and Competences for trainers/ counsellors to link with young migrants through innovative techniques and methodologies in the following areas:</p> <ul style="list-style-type: none"> <li>- Prevent affective, sexual and reproductive health</li> <li>- Sexual orientation</li> <li>- Gender expression</li> <li>- Self-esteem</li> <li>- Identity</li> <li>- Motivation</li> </ul>

<b>Good practice description</b>	
	<ul style="list-style-type: none"> <li>- Goal setting</li> <li>- Urban Growing &amp; Development</li> <li>- Health promotion</li> <li>- Digital skills</li> <li>- Conflict transformation</li> <li>- Social Community Theatre</li> <li>- Breaking stereotypes</li> <li>- Trust building</li> <li>- Voluntary activities as a way for social involvement</li> </ul> <p>National researches, training activities, development of handbook and multiplier events have been implemented in order to achieve the project's objectives.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>The socio-economic obstacles and marginalization that young migrants face also entails difficulties for the youth workers who work with these groups. The most significant hurdle is the difficulty reaching out to them. Moreover, the educational integration of young people with a migrant background, including newly arrived migrants and refugees, is a core priority of this project in the context of social inclusion and training of all young people.</p>
<b>Main objectives of the good practice</b>	<p>For this reason, the Strategic Partnership in the Field of Education, Training and Youth offers a specific framework to support the development, the transfer and the implementation of innovative practices and initiatives promoting cooperation, learning and exchange of experiences at European Level, increasing the capacity of operating at transnational levels in order to strengthen youth workers by promoting across training and innovating tools to ensure a better performance in the fields of cooperation and education and a better training for young migrants, refugees and asylum seekers.</p>
<b>Target groups</b>	Counselors, trainers, young migrants/asylum seekers/refugees
<b>Measures to involve the target groups</b>	The target group was involved through dissemination activities such as distribution of projects' newsletter, flyer, poster, events through social media and e-mails.

Good practice description	
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	This project is innovative because it addresses the current needs of youths. The work done by schools and families seems to be ineffective in achieving the goals of integration of young immigrants (they have higher rates of social exclusion, abandonment and youth unemployment) and the objectives set by Europe2020 for youth in general: especially the decrease in school dropout rates.
<b>Evidence of success (results achieved)</b>	M.Yth.WORK products, people reached, networks established
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	No problems encountered during the project.
<b>How could this intervention be improved</b>	This intervention could be further adopted in national realities of other countries.

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another</b>	National adaptations must be made for the use of M.Yth.WORK products.

<b>Good practice transferability</b>	
<b>European context? What local / national conditions should be met to allow the transfer?)</b>	
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	M.Yth.WORK products and human resources: counselors, trainers. No financial resources are needed.

## 3. SILO PROJECT

General information about the good practice (GP)	
<b>GP Title</b>	SILO PROJECT
<b>Country, region and municipality of implementation</b>	In the project cooperated organizations from United Kingdom, Spain, Poland, Greece and Bulgaria.
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	From 9/2014 to 9/2016.
<b>Level of implementation (local/regional/national/transnational/other)</b>	L/R/N/EU
<b>Webpage or other online info about the good practice</b>	<a href="http://www.silo.media">www.silo.media</a>
<b>Name and contact information about the organisation implementing the good practice</b>	IASIS NGO iasisrnd@gmail.com
<b>Brief description of the organisation implementing the good practice</b>	Six organizations were implementing the project: SAFE UK (lead); The Institute of Cultural Capital UK; ABD Spain; EST Poland; IASIS Greece; APW Bulgaria. Partners were chosen to ensure coverage in terms of sector, geography, culture and expertise i.e. participatory arts, working with specific groups and designing training/support programs.

Good practice description	
<p><b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b></p>	<ul style="list-style-type: none"> <li>• SILO provides pedagogy to enable practitioners (our target group) to develop and deliver participatory arts programs to engage social excluded adults (our beneficiaries) in lifelong learning</li> <li>• The pedagogy enables practitioners to engage beneficiaries; deliver non-formal learning; validate that learning; and support those beneficiaries to achieve key competencies</li> <li>• SILO promotes a system for measuring beneficiary distance travelled/journey of change.</li> <li>• The partnership utilized current best practice in non-formal learning and in measuring distance travelled, trial a number of techniques and present those as part of the pedagogy</li> <li>• The pedagogy included practical best practice "how to" examples accessed downloadable film.</li> <li>• SILO is able to be adapted for specific client groups e.g. women, people with mental health issues, disabled people, and different educational fields</li> </ul>
<p><b>Short description of the problem the good practice aims to tackle</b></p>	<p>10% of the active population in the EU is currently unemployed and, 24.2% of the population (EU27) is at risk of poverty or social exclusion. The persistence of large numbers of people excluded from work represents a key challenge as the longer a period of unemployment for an individual, the more entrenched that person becomes in social exclusion.</p>
<p><b>Main objectives of the good practice</b></p>	<p>The aim of SILO project was to address issues of adult social exclusion, expounded by lack of basic competencies and lifelong learning opportunities, with a special focus in migration for Greek case. The objective is to provide pedagogy, to enable target group of practitioners to engage and support their beneficiaries i.e. socially excluded adults, to achieve validated comp Participatory Art covers the full range of art forms e.g. film-makers, musicians, writers, painters, etc. and involves an artist working with at least one other person to take part in a process that the artist has facilitated.</p> <p>SILO addressed (a) the need to engage socially excluded adults in learning as well as (b) the need to utilize non formal learning and fulfils those needs by providing new pedagogy for practitioners to engage socially excluded adults in participatory arts projects utilizing non formal learning, to develop and validate competencies, by engaging in non-formal learning via participatory arts projects.</p>

<b>Good practice description</b>	
<b>Target groups</b>	Counselors, people at risk of exclusion
<b>Measures to involve the target groups</b>	The target group was involved through dissemination activities such as distribution of projects' newsletter, flyer, poster, events through social media and e-mails.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	Use of Participatory Art: full range of art forms e.g. film-makers, musicians, writers, painters, etc. and involves an artist working with at least one other person to take part in a process that the artist has facilitated.  SILO addressed (a) the need to engage socially excluded adults in learning as well as (b) the need to utilize non formal learning and fulfills those needs by providing new pedagogy for practitioners to engage socially excluded adults in participatory arts projects utilizing non formal learning, to develop and validate competencies.
<b>Evidence of success (results achieved)</b>	SILO products, people reached, networks established
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	No problems encountered during the project.
<b>How could this intervention be improved</b>	This intervention could be further adopted in national realities of other countries. There are differences within countries in relation to the issues tackled by the project - higher long-term unemployment and different characteristics of the beneficiary group. By working together, organizations can explore these differences and also identify similarities, moving towards models and products that can cross the borders and become 'European'.

<b>GP transferability</b>	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	National adaptations must be made for the use of SILO products.
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	SILO products and human resources: counselors, trainers. No financial resources are needed.

#### 4. SOSMIE PROJECT

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	SOSMIE PROJECT
<b>Country, region and municipality of implementation</b>	SOSMIE is a Leonardo Da Vinci Partnership program which is funded by the State Scholarships Foundation. In this project the collaborating organizations come from France, Italy, Germany and Greece.
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	From 2/2012 to 2/2014
<b>Level of implementation (local/regional/national/transnational/other)</b>	L/R/N/EU
<b>Webpage or other online info about the good practice</b>	<a href="http://www.iasismed.eu/en/sosmie/">http://www.iasismed.eu/en/sosmie/</a>
<b>Name and contact information about the organisation implementing the good practice</b>	IASIS NGO iasisrnd@gmail.com
<b>Brief description of the organisation implementing the good practice</b>	The partnership implementing the project was: <ul style="list-style-type: none"> <li>• TRUST (Italy)</li> <li>• ITG (France)</li> <li>• IASIS NGO (Greece)</li> <li>• In Training (Germany)</li> </ul>

<b>Good practice description</b>	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>The activities developed in directions of migrant designed to:</p> <ul style="list-style-type: none"> <li>- Recognition of informally acquired key skills,</li> <li>- Implementation of individualized training based on skills acquired,</li> <li>- Knowledge of training needs and training courses to implement,</li> <li>- Developing self-confidence of beneficiaries</li> </ul>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Funded by the European Union under LLL program, the project SOSMIE deals with the issue of soft skills, that is to say, the knowledge that is considered as “the key” to integration into the world of work, especially for migrants and people with different cultural background. It is the ability to work in team, to communicate, to deal with conflict resolution, empathy and other transversal skills which each employer expected from future employees. SOSMIE project's objective was thus to identify and promote tools for detecting these key skills to employers.</p> <p>The partnership has identified tools on different themes selected to create a guide to "key skills" and then test it with employers and migrants. Main sectors named as deficit sectors of labor in Europe: hotels and catering, building and home services, which are major sectors for migrants.</p>
<b>Main objectives of the good practice</b>	<p>This project aims at the development of a guide as well as the development of educational and pedagogical tools that can help migrants into identifying their capabilities and develop their skills (soft skills) aiming at a successful work reinstatement.</p> <p>This project is based on the development / empowerment of eight basic skills, which are considered to be crucial for the successful adjustment in the work environment. These eight skills have to do with language, communication, self-presentation, team work, solving conflicts, acceptance of criticism, flexibility and understanding of work culture and ethics.</p>
<b>Target groups</b>	Counselors, trainers, migrants

<b>Good practice description</b>	
<b>Measures to involve the target groups</b>	The target group was involved through dissemination activities such as distribution of projects' newsletter, flyer, poster, events through social media and e-mails.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>The innovation of this project was that there was identification of_Skills and Competences that migrants and counsellors are dealing. These were related with soft skills and employability:</p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Self-presentation</li> <li>- Work ethic</li> <li>- Conflict resolution</li> <li>- Ability to accept criticism</li> <li>- Flexibility</li> <li>- Team work</li> <li>- Language</li> <li>- Connections with employers</li> </ul>
<b>Evidence of success (results achieved)</b>	SOSMIE products, people reached, networks established
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	No problems encountered during the project.
<b>How could this intervention be improved</b>	This intervention could be further adopted in national realities of other countries.

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	National adaptations must be made for the use of SOSMIE products.
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	SOSMIE products and human resources: counselors, trainers. No financial resources are needed.

### III. Bulgaria

#### 1. Empowering Roma women - Better future for Roma people

General information about the good practice (GP)	
<b>GP Title</b>	Empowering Roma women - Better future for Roma people
<b>Country, region and municipality of implementation</b>	Bulgaria, Varna Region, Municipality of Dolni chiflik, Dobrich Region, Municipality of General Toshevo, Municipality of Shabla
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2006 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Regional
<b>Webpage or other online information about the good practice</b>	<a href="http://www.vcci.bg">www.vcci.bg</a>
<b>Name and contact information about the organisation implementing the good practice</b>	<p>Yoanna Ivanova Association "Forum" 10 Topra Hisar Str., Varna <a href="mailto:forum2006@abv.bg">forum2006@abv.bg</a></p> <p>Varna Chamber of Commerce and Industry 135 Primorski Blvd., Varna <a href="mailto:office@vcci.bg">office@vcci.bg</a></p> <p>Violeta Dobрева Pchelnik, Dolni chiflik <a href="mailto:v.dobрева@abv.bg">v.dobрева@abv.bg</a></p>
<b>Brief description of the organisation implementing the good practice</b>	Association "Forum" was established in 2006 as a union of individuals and legal entities. The main activities of the organization include training for social inclusion, support of representatives of different minorities in Bulgaria, equal opportunities. Since its inception, "Forum" has implemented numerous projects funded by local, national and international programmes.

Good practice description	
<b>Brief explanation of the good practice</b>	Overall objective – To support Roma young women in line with the EU Plan of Action on Gender Equality and Women's Empowerment in Development. Specific objectives:

<b>Good practice description</b>	
	<ul style="list-style-type: none"> <li>- To avoid discrimination for Roma young women and to raise awareness on issues of racism and xenophobia;</li> <li>- To improve the identification and protection of Roma young women in vulnerable situations;</li> <li>- Empower Roma young women and supporting them in defending their rights;</li> <li>- Increase awareness among the stakeholder and the different actors of public government or civil society of its responsibility in the fight against discrimination based on ethnic and stereotyped behaviours;</li> <li>- Inclusion of Roma young women by reducing poverty and discrimination and enabling them to compete on the labour market and start-up their own businesses through building their skills and capacities and ensuring their economic participation.</li> </ul>
<b>Short description of the problem the good practice aims to tackle</b>	<p>The social inclusion is a rather broad concept, which covers the provision of opportunities and resources necessary to secure fully participation in economic, social and cultural life. Social inclusion is reflected in a number of fundamental rights, such as access to education, healthcare, and other social services, non-discrimination as well as employment opportunities and decent housing conditions.</p> <p>Promoting access of Roma young women to quality inclusive education (along with the fight against discrimination) is the key precondition to improving Roma employability and thus to the success of Roma integration.</p> <p>Analyzing the different strategies that can be adopted, attention should be given to the different opportunities that can be created in order to support empowerment of Roma young women. The actors involved in the integration process of Roma women should pay attention to the weak points identified in the project and work on elimination of these weak points and creating more and more opportunities to work with Roma young women (invest in education, implement the national, regional and European strategies, pay more attention to the individual uniqueness).</p> <p>As found in many studies and from direct interviews with potential employers and potential employees among Roma young women, there is a need to act on educational level on all target groups and to raise awareness (change stereotypes) in several important areas: formal process of employment of Roma women which is often misperceived by employers as complicated; productivity level of Roma young women; self confidence of women for potential employment activation; importance and availability of education of Roma young women: call centers, customer support, internet support, administrative tasks and others.</p>
<b>Main objectives of the good practice</b>	<p>Promoting access of Roma young women to quality inclusive education (along with the fight against discrimination) is the key precondition to improving Roma employability and thus to the success of Roma integration.</p> <p>However, the social inclusion is a rather broad concept, which covers the provision of opportunities and resources necessary to secure fully participation in economic, social and cultural life. Social inclusion is reflected in a number of fundamental rights, such as access to education, healthcare, and other social services, non-discrimination as well as employment opportunities and decent housing conditions.</p> <p>Main objectives:</p> <p>Created know-how hubs and business incubator providing services to Roma young women – one know-how hub and business incubator will be created. At least 200 people will use the services of the hub and business incubator.</p> <p>Conducting workshops for Roma young women, NGOs working with Roma and Public and local authorities - at least 50 Roma young women, 5 NGOs and 10 social workers will participate.</p> <p>Production of Specialized booklet with information about cluster activities will be produced.</p>

<b>Good practice description</b>	
<b>Target groups</b>	<p>Will be issued a brochure in the form of a comic book that will present the activities of the one know-how hub and business incubator and opportunities for young Roma women.</p> <p>Target groups:</p> <ul style="list-style-type: none"> <li>- Target group I: Roma young women - without completed education, divorced, victims of domestic violence</li> <li>- Target group II: NGOs working with Roma, Public and local authorities</li> </ul> <p>Final beneficiaries:</p> <ul style="list-style-type: none"> <li>- Roma women – at least 50 Roma young women will be trained;</li> <li>- Children – children of young Roma women which will be included in the project activities are indirect beneficiaries;</li> <li>- Public and local authorities.</li> </ul>
<b>Measures to involve the target groups</b>	<p>Roma young women as a target group and final beneficiaries need access to quality education, vocational education, opportunity for employment and prevent manifestations of xenophobia and racism.</p> <p>NGOs and professionals working with Roma as a target group need pay more attention to the training of Roma individuals for future work with the Roma Community.</p> <p>Public and local authorities as a target group and final beneficiaries need to assist in the development and implementation of plans and strategies for Roma Inclusion.</p> <p>Some of the Roma young women in the pilot region are already involved in planning of the action at all levels. Final beneficiaries participation is ensured through access to promotion material and dissemination of the project.</p> <p>Roma young women, NGOs working with Roma and Public and local authorities will participate in educational workshops.</p> <p>All groups of final beneficiaries would be able to communicate using the know-how hub and business incubator and participate in consultations..</p> <p>Representatives of the target groups will be involved in the implementation of the activities at the start of the project and will participate in ensuring stability of the achieved results.</p> <p>Final beneficiaries will participate as in the implementation of project activities and the implementation of results.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>Proposed project activities are also aligned to the objectives of the EIDHR and the pertinent EU policies and human rights guidelines.</p> <p>Furthermore, the right to work and employment is one of the fundamental human rights and preventing the realization of this right is certainly a violation of human rights and discrimination.</p> <p>The results that will be achieved in the implementation of this project will be used as the basis for upgrade of new activities.</p> <p>Created within the project information center will be used as model and a network of such centers will be created throughout the country.</p>
<b>Evidence of success (results achieved)</b>	<p>Trained 165 young Roma, of whom 75 are women.</p> <p>2 regional information centers have been set up to offer services, assistance and training to young Roma and in particular young women.</p> <p>Established in the region two agricultural cooperatives with producer markets run by Roma women and providing jobs for young Roma and in particular women in the rural areas - continue to work since 2006.</p>

Good practice description	
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	<p>Roma young women as a target group and final beneficiaries need access to quality education, vocational education, opportunity for employment and prevent manifestations of xenophobia and racism.</p> <p>NGOs and professionals working with Roma as a target group need pay more attention to the training of Roma individuals for future work with the Roma Community.</p> <p>Public and local authorities as a target group and final beneficiaries need to assist in the development and implementation of plans and strategies for Roma Inclusion.</p>
<b>How could this intervention be improved</b>	<p>Roma people will need more assistance in different areas such as job search, training and more support towards self-employment. But the bigger issue is around changing behaviours and attitudes from the wider public in each region and the state that can often lead to extreme prejudice and discrimination against Roma.</p> <p>The experience in some countries shows that a graduate recruitment initiative to engage young Roma in public administration is good practice that could be developed and replicated in other places. To build a more solid foundation, the internship should be extended from six months to one year. Such initiatives can challenge and decrease the prejudice and discrimination often displayed by public administration towards Roma employees.</p>

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>Created within the project know-how hub and business incubator will provide information and services to Roma young women in Inclusion by reducing poverty and discrimination, enabling them to compete on the labour market and start-up their own businesses through building their skills and capacities and ensuring their economic participation including the vocational training, business advisory support, and financial assistance to women.</p> <p>In the future the know-how hub and business incubator may develop its own programmes to allocate grants for Roma women to start and develop their own business as Romani design, online selling, bakery etc</p>
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>The activities were supported by GTZ, local and national funds, private investors. The overall costs reached 45 000 EUR.</p> <p>Human resources: 15 workers and educators.</p>

## 2. Raising Awareness and Breaking Down Stereotypes in Employment of Persons with Disabilities in Travel Industry

General information about the good practice (GP)	
<b>GP Title</b>	Raising Awareness and Breaking Down Stereotypes in Employment of Persons with Disabilities in Travel Industry
<b>Country, region and municipality of implementation</b>	Bulgaria
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2018 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	National
<b>Name and contact information about the organisation implementing the good practice</b>	Regional Cluster "North-East" 23B Tzar Osvoboditel Blvd., Varna <a href="mailto:rc_ne@mail.bg">rc_ne@mail.bg</a>  National Federation of Employers of Disabled People 11 Dondukov Blvd., Sofia
<b>Brief description of the organisation implementing the good practice</b>	Regional Cluster "North - East" was established in 2012 and officially registered in 2014 as a public-private partnership. Members of The Cluster are municipalities, schools and vocational training centers, College of Tourism and Agriculture, University of Economics – Varna, Faculty of Agronomy – Varna Technical University, Varna Chamber of Commerce and Industry, NGOs, companies operating in the fields of industry, trade, tourism and services, agricultural producers and associations of producers, wholesale markets for fresh and processed foods etc. Regional Cluster "North - East" participates in the management of "Friends of Europe" Club, which is a NGO working in the field of children and youth. The main activities of the Club are to offer after-school trainings in the fields of culture, art, European values. Regional Cluster "North-East" represents also a research and development structure – Institute "Balkan and Black Sea Fresh Foods Marketing Initiative" which in 2012 began to function as a institute within the Cluster. A member of the Cluster is also Balkan and Black Sea Business Institute.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as</b>	Main activities: Cluster activity 1 – Organizing mobile workshops for business owners in tourism sector. Cluster activity 2 – Organizing educational workshops for people with disabilities regarding possibilities of employment in tourism sector. Cluster activity 3 – Production of communicational material in order to track cluster activities and disseminate idea of the project. Estimated results:

<b>Good practice description</b>	
<b>for example training sessions, events, material published etc.)</b>	<p>Breaking down the stereotypes about employing persons with disabilities in tourism sector.</p> <p>Improved knowledge of target groups on employment procedures, skills and benefits of employing persons with disabilities in tourism sector.</p> <p>Introducing labour market opportunities in tourism to persons with disabilities.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>The initiative for this Action came from communication with several organizations that are lead by persons with disabilities in the tourism sector as much as from first hand experiences of the cluster members. Definition of the problem: Business owners in tourism don't have enough information about the skills, potential and benefits of employing persons with disabilities and persons with disabilities are giving up in searching for employment and further education.</p>
<b>Main objectives of the good practice</b>	<p>Overall objective: To activate employment of persons with disabilities in the travel industry by changing stereotypes that a person with a disability cannot work in this particular service industry.</p> <p>Specific objective: To create information and know-how hub for potential employers and employees and present real life examples of persons with disabilities employment in travel industry activities.</p>
<b>Target groups</b>	<p>Target group I.: Persons with Disabilities with potential to work in travel industry;</p> <p>Target group II: employers: hotel owners, apartment owners, restaurant owners, travel agencies;</p> <p>Target group III: Travel boards management bodies;</p>
<b>Measures to involve the target groups</b>	<p>Some of persons with disabilities are already involved in planning of the action at all levels. Final beneficiaries participation is ensured through access to promotion material and dissemination of the project. Both the employers in the tourism industry and hearing impaired persons will participate in educational workshops, all groups of final beneficiaries would be able to communicate using the web portal and participate in consultations on the subject of accessibility, making souvenirs and films.</p> <p>TG 1. Disabled persons with potential to work in travel industry Main goal of the project activity is to change perception and stereotypes of travel industry stakeholders; however the natural consequence of this process is an increase of persons with disabilities as real job candidates in travel industry. Persons with disabilities will also benefit from the project directly – many of the activities planned are managed by disabled persons and project plans to engage and hire disabled person on as many project tasks as possible – these activities are crucial in order to illustrate to wider target audience (travel stakeholders) that persons with disabilities are also equally valuable employees in travel industry. Persons with disabilities represent great potential employees in many segments of travel / touristic value chain service. Their ability to communicate, devote themselves to give support to travellers (via the internet) and their irreplaceable role in disabled travellers service are hidden values that need to be communicated to wider audience in order to give them better starting position in employment possibilities in travel industry in Croatia.</p> <p>TG 2. Employers: hotel owners, apartment owners, restaurant owners, travel agencies There is a great market potential for all travel destinations to attract travellers with disabilities, as they tend to travel as much on average as abled person(s) (around 10% of global tourist population - data available). However, the travel industry stakeholders are either not aware of this potential or they do not know how to adopt their sights into accessible places.</p>

**Good practice description**

<p><b>Elements of innovation with respect to the regional state of the art or adopted policies</b></p>	<p>Another big stereotype found (among) travel industry stakeholders is that persons with disability do not represent potential for employment in the travel industry that is “intensively communication and service oriented”. This misconception comes from the lack of knowledge about persons with disabilities and their ability to fulfill many service oriented job positions in travel industry.</p> <p>Main concern of this target group is that persons with disabilities are not able to provide valid service and professional level as employees in the travel industry. Furthermore, they are not aware of the potential of global community of disabled travellers – a market segment that needs to be / or is best served in certain segments of tourist service by their peers – persons with disabilities.</p> <p>TG 3. Travel boards management bodies</p> <p>State controlled travel boards represent important segment of the travel industry. It is very important to use their networks in order to support project goals: they must be aware of the needs, potential and helps with further education of the local travel service industry (apartments, restaurants etc.).</p> <p>Travel boards are also potential working places for people with disabilities.</p> <p>Travel boards are not aware of their potential importance in distributing information, supporting awareness and perception of persons with disabilities employment and importance in travel industry value chain. Travel boards members and employees should serve as information network to all local segments of travel industry: small towns and villages, restaurants, apartments. They should also act as aggregation points for local accessible sights or potential adaptation for accessibility.</p> <p>The organization of persons with disabilities in the joint team through the Cluster is an element of added value as such because it is an innovation in Bulgaria and points to the existence of good practice in the fight against stereotypes, changes in consciousness, to the development of equal opportunities and empowerment of persons with disabilities. In order to achieve the main goals of the Action, to change the perception and stereotypes of travel industry stakeholders, the Custer is going to organize educational workshops and create promotional material, which will bring added-value elements to the beneficiaries as follows:</p> <ol style="list-style-type: none"> <li>1. Getting information about potential employment in travel industry for persons with disabilities</li> <li>2. Getting familiar with the needs of travellers with disabilities</li> <li>3. Learning about “Universal design” and importance of adapting tourist facilities, such as hotels, restaurants, beaches, etc., for the needs of persons with disabilities and elderly travellers.</li> </ol>
<p><b>Evidence of success (results achieved)</b></p>	<p>Proposed activities will influence on stereotypes found in main target group – potential employers in travel industry, specifically in the segment of seasonal and service type job offerings and demand. Misperception of employment decision makers in travel industry – that persons with disabilities are not able to provide professional and quality service to end customers and that process of employment of persons with disabilities is complex and/or not economically viable.</p> <p>Expected results of project activities will be measurable according to direct and indirect results: best practice examples that should result in actual employments in the high season for travel industry in Bulgaria (summer period) and long term indirect results in awareness and perception change of potential employers via workshops, presentation and promotional materials planned within project activities. Furthermore, planned activities will engage in the process disabled persons and serve as motivational and informational ground for the wider community of persons with disabilities in Bulgaria.</p>
<p><b>Main problems encountered in implementing and</b></p>	<p>No major problems were detected up to this point.</p>

Good practice description	
<b>description of the measures taken to overcome them</b>	
<b>How could this intervention be improved</b>	<p>After completion of part of the activities, an evaluation will be carried out to improve the quality of the project.</p>

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>Specific focus of this project is the travel and tourism industry – one of the most prominent and economically viable industries in Bulgaria, with large potential for the employment of persons with disabilities due to it's service oriented character, "over the internet" job potential, financial potential and seasonal human resources demand. The tourism industry represents an emerging economical segment both in Bulgaria and globally with high demand of non-traditional job positions that present potential for the employment of persons with disabilities) – both in core business – service to end clients and in complementary "on destination" local activities in leisure, catering, traditional local products and similar.</p>
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>70 000 EUR</p>

### 3. Happy childhood

General information about the good practice (GP)	
<b>GP Title</b>	Happy childhood
<b>Country, region and municipality of implementation</b>	Bulgaria, Varna District, Municipality of Byala
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2016 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local
<b>Webpage or other online info about the good practice</b>	<a href="http://www.flagbyala.bg">www.flagbyala.bg</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Regional Cluster "North-East" 23B Tzar Osvoboditel Blvd., Varna <a href="mailto:rc_ne@mail.bg">rc_ne@mail.bg</a>
<b>Brief description of the organisation implementing the good practice</b>	Regional Cluster "North - East" was established in 2012 and officially registered in 2014 as a public-private partnership. Members of The Cluster are municipalities, schools and vocational training centers, College of Tourism and Agriculture, University of Economics – Varna, Faculty of Agronomy – Varna Technical University, Varna Chamber of Commerce and Industry, NGOs, companies operating in the fields of industry, trade, tourism and services, agricultural producers and associations of producers, wholesale markets for fresh and processed foods etc. Regional Cluster "North - East" participates in the management of "Friends of Europe" Club, which is a NGO working in the field of children and youth. The main activities of the Club are to offer after-school trainings in the fields of culture, art, European values. Regional Cluster "North-East" represents also a research and development structure – Institute "Balkan and Black Sea Fresh Foods Marketing Initiative" which in 2012 began to function as a institute within the Cluster. A member of the Cluster is also Balkan and Black Sea Business Institute.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training</b>	Creation of a day center with therapy room for the continued development of Roma children with mental and physical disabilities - 1 day center with therapy room will be created serving a total of 50 special needs individuals. Organizing 8 seminars for teachers, special educators, staff of local authorities, parents of children with mental and physical disabilities, NGOs working with Roma children with mental and physical disabilities, volunteers - increase the capacity for working with Roma children with mental and physical disabilities of 120 participants: teachers from primary, middle high and high schools, kindergartens, parents and youth development

Good practice description	
<b>sessions, events, material published etc.)</b>	<p>professionals from the region. Will be trained 30 teachers, 20 volunteers and 3 parent support groups to work with Roma children with disabilities.</p> <p>Production of communicational material in order to track cluster activities and disseminate idea of the project - Specialized booklet with information about cluster activities will be produced.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>The initiative for this Action came from communication between stakeholders as much as from first hand experiences of the cluster members.</p> <p>Roma children generally face exclusion from access to mainstream schools often refused to social and medical services. Roma children with mental and physical disabilities are probably the most vulnerable group of all people with disabilities.</p>
<b>Main objectives of the good practice</b>	<p>Promoting access of Roma children with mental and physical disabilities to quality inclusive education, social and medical services is the key precondition to improving Roma integration.</p> <p>Overall objective - Protection of human rights of Roma children with mental and physical disabilities</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>- Ensuring equal access to education, social and medical care of Roma children with mental and physical disabilities;</li> <li>- Increasing public attention to the exclusion of Roma children with disabilities;</li> <li>- Improving the social environment to create conditions for inclusion of Roma children with disabilities.</li> </ul>
<b>Target groups</b>	<p>Target groups:</p> <ul style="list-style-type: none"> <li>- Roma children with mental and physical disabilities;</li> <li>- Parents of children with mental and physical disabilities – all parents of children with mental and physical disabilities from the region;</li> <li>- NGOs working with Roma children with mental and physical disabilities – the staff of NGOs in the region who work with Roma children with mental and physical disabilities;</li> <li>- Public and local authorities in the region and their staff;</li> <li>- Teachers - teachers from primary, middle high and high schools, kindergartens in the region;</li> <li>- Special educators - youth development professionals from the region.</li> </ul> <p>Final beneficiaries:</p> <ul style="list-style-type: none"> <li>- Roma children with mental and physical disabilities – at least 50 Roma children with mental and physical disabilities;</li> <li>- Parents of children with mental and physical disabilities – at least 50 Roma families with children with mental and physical disabilities;</li> <li>- NGOs working with Roma children with mental and physical disabilities – at least 3 NGOs working with Roma children with mental and physical disabilities in the Region;</li> </ul>

<b>Good practice description</b>	
<b>Measures to involve the target groups</b>	<p>Some of the Parents of children with mental and physical disabilities and NGOs working with Roma children with mental and physical disabilities in the Region are already involved in planning of the action at all levels. Final beneficiaries participation is ensured through access to promotion material and dissemination of the project.</p> <p>Parents of children with mental and physical disabilities, NGOs working with Roma children with mental and physical disabilities, Public and local authorities, teachers and special educators will participate in educational seminars.</p> <p>All groups of final beneficiaries would be able to communicate using the day center and participate in consultations..</p> <p>Representatives of the target groups will be involved in the implementation of the activities at the start of the project and will participate in ensuring stability of the achieved results.</p> <p>Final beneficiaries will participate as in the implementation of project activities and the implementation of results.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>The organization of Parents of children with mental and physical disabilities, NGOs working with Roma children with mental and physical disabilities, Public and local authorities teachers and special educators is an element of added value as such because it is an innovation in Bulgaria and in the region and points to the existence of good practice in the fight against stereotypes, changes in consciousness, to the development of equal opportunities and empowerment of Roma children with mental and physical disabilities.</p> <p>Specific added-value elements and cross-cutting issues in the proposed project are connected with the creation of stable contacts between public authorities and NGOs working with Roma children with mental and physical disabilities in the Region of Kumanovo, development and implementation of innovative practices such day center with therapy.</p>
<b>Evidence of success (results achieved)</b>	<p>The results that will be achieved in the implementation of this project will be used as the basis for upgrade of new activities.</p> <p>Created within the project day center with therapy room will be used as a model and a network of such centers will be created throughout the country.</p> <p>Developed training programmes will also be innovative pilot model and in the future will be implemented in other regions of the country, and in different countries as well.</p> <p>Proposed project activities are also aligned to the objectives of the EIDHR and the pertinent EU policies and human rights guidelines.</p>
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	Not any till now
<b>How could this intervention be improved</b>	<p>Roma children with mental and physical disabilities as a target group and final beneficiaries need equal access to quality education, social and medical services and prevent manifestations of xenophobia and racism.</p> <p>Parents of children with mental and physical disabilities as a target group and final beneficiaries need to be assist in raising children with disabilities.</p> <p>NGOs working with Roma children with mental and physical disabilities need to pay more attention to the inclusion of Roma children with mental and physical disabilities and to work for equal access to education, social and medical services these children.</p>

Good practice description	
	<p>Public and local authorities in the region and their staff need to assist in the development and implementation of plans and strategies for the Inclusion of Roma children with mental and physical disabilities.</p> <p>Teachers and special educators need to be trained to work with Roma children with mental and physical disabilities.</p>
Good practice transferability	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b></p>	<p>Created within the project day center with therapy room will provide services to Roma children with mental and physical disabilities and their parents in equal access to education, social and medical services. Developed training programmes will be tailored for the needs of the Roma children with mental and physical disabilities and their parents.</p> <p>Both can be implemented in any other European region.</p>
<p><b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b></p>	<p>55 000 EUR</p>

#### 4. Let's work together!

General information about the good practice (GP)	
<b>GP Title</b>	Let's work together!
<b>Country, region and municipality of implementation</b>	Bulgaria, Varna Region
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2017 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Regional
<b>Webpage or other online info about the good practice</b>	<a href="http://www.cne.com">www.cne.com</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Regional Cluster "North-East" 23B Tzar Osvoboditel Blvd., Varna <a href="mailto:rc_ne@mail.bg">rc_ne@mail.bg</a>
<b>Brief description of the organisation implementing the good practice</b>	Regional Cluster "North - East" was established in 2012 and officially registered in 2014 as a public-private partnership. Members of The Cluster are municipalities, schools and vocational training centers, College of Tourism and Agriculture, University of Economics – Varna, Faculty of Agronomy – Varna Technical University, Varna Chamber of Commerce and Industry, NGOs, companies operating in the fields of industry, trade, tourism and services, agricultural producers and associations of producers, wholesale markets for fresh and processed foods etc. Regional Cluster "North - East" participates in the management of "Friends of Europe" Club, which is a NGO working in the field of children and youth. The main activities of the Club are to offer after-school trainings in the fields of culture, art, European values. Regional Cluster "North-East" represents also a research and development structure – Institute "Balkan and Black Sea Fresh Foods Marketing Initiative" which in 2012 began to function as a institute within the Cluster. A member of the Cluster is also Balkan and Black Sea Business Institute.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the</b>	Main activities: Creation of information center providing services to Roma in finding employment, participation in training, settling administrative matters – one information center will be created. At least 200 people will use the services of the information center Developing programmes for basic and vocational training - at least seven programs for basic and vocational training.

<b>Good practice description</b>	
<b>intervention, such as for example training sessions, events, material published etc.)</b>	<p>Conducting trainings for Roma, professionals, employers and existing staff - at least 30 young Roma, 30 Roma women, 30 long-term unemployed and 15 potential migrants will be trained and certified. At least 7 professionals will be trained.</p> <p>Development of programmes for work at home - At least 25 persons employed at the end of the project. This activity is specifically targeted to young Roma women who look after their children at home or who have difficulty attending regular work. Also can be used for the production of articles directly related to the typical Roma crafts.</p> <p>Establishment of joint committees to support the work of public and local authorities - participation of professionals and representatives of the Roma community.</p> <p>Created one employers network - bringing together potential employers in the region. Develop a charter for equality in the workplace and conduct training of employees in order to prevent acts of racism and xenophobia.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Roma are at a higher risk of being unemployed or employed in the informal sector: Less than one third of Roma have paid employment, Roma involvement in the informal sector is on average four or more times more common than for non Roma. These facts raise the important issue about the participation of the Roma in the Bulgarian labour market, which could reduce the poverty rate in this social group.</p> <p>Limited access to paid employment is not only critical for Roma individuals, it is also a drain on national, regional and local economies. A huge loss of productivity results from not finding ways to release the skills in this untapped labour force to contribute to economic growth. Therefore greater investment is required in educational support, skill development and other employability measures to improve the position of Roma in the labour market.</p>
<b>Main objectives of the good practice</b>	<p>Overall objective: Facilitating integration and supporting Roma accessing the labour market</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>- To avoid discrimination for Roma population in the labour market and to raise awareness on issues of racism and xenophobia;</li> <li>- To improve the identification and protection of Roma population in vulnerable situations in the workplace;</li> <li>- To promote the expansion of employment opportunities for Roma population and promote training activities for trainers, social workers and mediators;</li> <li>- Empower vulnerable groups of the population, by ethnicity suffer employment discrimination, supporting them in defending their rights;</li> <li>- Increase awareness among the stakeholder and the different actors of public government or civil society of its responsibility in the fight against discrimination based on ethnic and stereotyped behaviours;</li> <li>- To provide services related to more assistance in areas such as job search, first work experience and on-the-job training and more support towards self-employment.</li> </ul>
<b>Target groups</b>	<p>Target groups - Employers, Existing staff of potential employers, Roma people, NGOs working with Roma, Public and local authorities, Potential migrants, Long-term unemployed.</p> <p>Final beneficiaries - Employers, Young Roma, Roma women, Potential migrants, Long-term unemployed, Public and local authorities.</p>

<b>Good practice description</b>	
<b>Measures to involve the target groups</b>	<p>Representatives of the target groups will be involved in the implementation of the activities at the start of the project and will participate in ensuring stability of the achieved results.</p> <p>Final beneficiaries will participate as in the implementation of project activities and the implementation of results.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>Created within the project information center will provide information and services to Roma in search of work, including in training, solving administrative problems.</p> <p>Developed training programmes will be tailored for the needs both of the Roma people and regional economic.</p> <p>The programmes for home workers will be especially created for Roma women who have difficulty attending regular work due to various problems.</p> <p>The elaborated Charter for equality in the workplace will be innovative pilot model conduct to the establishment of equality and good atmosphere in the workplace..</p>
<b>Evidence of success (results achieved)</b>	<p>Created one information center providing services to Roma in finding employment, participation in training, settling administrative matters; Developed at least seven programs for basic and vocational training; Trained and certificated at least 30 young Roma, 30 Roma women, 30 long-term unemployed and 15 potential migrants;</p> <p>At least 200 people using the services of the information center;</p> <p>At least 25 persons employed at the end of the project;</p> <p>At least 7 professionals trained;</p> <p>Created one employers network.</p>
<b>How could this intervention be improved</b>	<p>Potential migrants as a target group and final beneficiaries need to be given the opportunity not to leave their homelands.</p> <p>Long-term unemployed Roma as a target group and final beneficiaries need obtain further training and opportunities for participation in the labour market.</p>

<b>Good practice transferability</b>	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>The results that will be achieved in the implementation of this project will be used as the basis for upgrade of new activities.</p> <p>Created within the project information center will be used as model and a network of such centers will be created throughout the country.</p> <p>Developed training programmes, programmes for home workers, the elaborated Charter for equality in the workplace will also be innovative pilot models and in the future will be implemented in other regions of the country, and in different countries as well.</p>

**Good practice transferability**

**Resources needed  
(Please specify the  
amount of  
funding/financial  
resources used and/or  
the human resources  
required to set up and  
to run the practice)**

105 000 EUR

## IV. Italy

### 1. A European Entrepreneurship VET Model and Assessment Framework for Ethnic Minorities (EVA)

General information about the good practice	
<b>GP Title</b>	<b>A European Entrepreneurship VET Model and Assessment Framework for Ethnic Minorities (EVA)</b>
<b>Country, region and municipality of implementation</b>	Denmark - Vejle Cyprus - Nicosia Germany - Magdeburg Italy – Novara and Turin Malta
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	All year long
<b>Level of implementation (local/regional/national/transnational/other)</b>	Transnational
<b>Webpage or other online info about the good practice</b>	<a href="http://www.eva-project.eu">www.eva-project.eu</a> Facebook: EVA – Migrant Entrepreneur
<b>Name and contact information about the organisation implementing the good practice</b>	<b><u>In Italy:</u></b> Tosi Barbara Consorzio Scuola Comunità Impresa Via G. Ansaldo, 4/a – 28100 Novara <a href="mailto:tosi@cscinovara.it">tosi@cscinovara.it</a>
<b>Brief description of the organisation implementing the good practice</b>	<b>Consorzio Scuola Comunità Impresa</b> CSCI (School, Community and Company Consortium) is a Vocational Training Agency, authorised by the Piedmont Regional Government, which holds UNI EN ISO 9001:2008 certification. It was created as a joint venture between the world of work (Italian and Hungarian private companies), the school world (Italian High Schools and University) and the civil service (Municipality of Novara, Foundations, Italian and Romanian Associations, the Chamber of Commerce of Cadiz-Spain) to foster the development of human and professional resources, creating

	<p>and managing training and refresher programmes for workers and young job-seekers, in both the public and the private sectors.</p> <p>Main activities: promotion, planning, management and implementation of courses on soft skills (i.e. internal and external communication inside Public Administrations) and on technical issues (i.e. quality, safety, administration, project management, management of EU direct and indirect funds, ICT, Flooding and other climate change challenges; Social Innovation); mobility actions; studies and research for the application of new technologies and teaching methodologies; organisation of conventions, conferences and congresses; design and management of learning Projects; studies and research in the field of the analysis of the lack of competences; e-government.</p>
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Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p><i>The EVA platform</i></p> <p>Through a strong partnership the project aims to develop and test a VET system and assessment framework for ethnic minority entrepreneur candidates, through an online training and skill assessment platform using available training modules, developing a skill testing simulator software, and an ECVET system and digital badges for accreditation of the participants. This results in a platform freely available to use will all the developed tools, a manual of project experiences and recommendations for a common EU approach for supporting entrepreneurship among migrants.</p>
<b>Short description of the problem the good practice example want to tackle</b>	<p>Migration and entrepreneurship are important topics in most EU countries. Entrepreneurship and self-employment give migrants an opportunity to fully participate in society and the economy. In many countries, the percentage of ethnic minorities starting their own business is higher than the national average. However, more often than not, they are less likely to succeed with their endeavours due the various challenges they face such as lack of knowledge of the market, missing networks, cultural and language barriers, difficult access to financing options etc.</p>
<b>Main objectives of the good practice</b>	<ul style="list-style-type: none"> <li>- To promote and support entrepreneurship among migrants and refugees in Europe and to counter the barriers that many face</li> </ul>

	<ul style="list-style-type: none"> <li>- To increase and accredit migrants' competences and entrepreneurship skills through training activities</li> <li>- to develop and test a European Entrepreneurship VET Model and Assessment Framework for Ethnic Minorities</li> <li>- To involve managers, researchers, developers and stakeholders in the development and testing of the entrepreneurship VET model and assessment framework</li> </ul>
<b>Target groups</b>	<p>The EVA platform is developed for online use and can be applied by stakeholders, i.e. learning institutions, job centers, etc., who have an interest in new tools for assessing the entrepreneurship competencies of migrants and ethnic minorities. The platform can be used as a self-study tool or in combination with counselling or training.</p>
<b>Measures to involve the target groups</b>	<p>The EVA tool is developed for migrants and ethnic minorities who have a basic knowledge of the host country's language and who will be able to navigate and understand the platform in this language. The tool does not require specific knowledge or experience with the host country labour force.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>This partnership intends to innovate by offering -- for the first time -- a training model that is "migrant oriented", which takes into consideration the EQAVET recommendation, and is based on:</p> <ul style="list-style-type: none"> <li>a) An evaluation system that measures the competencies already held by migrants (basic, professional, soft skills), embedded in an on-line Learning Content Management System (LCMS) called "Netop Learning Center" (NLC) that will be used by learners freely. The aim is to provide a training and technological tool that supports an innovative competence evaluation that facilitates the dialogue between the subject, the training system and the socio-economic and cultural context both of the origin and the arrival country, based on the principles of accessibility, transparency, usability and the creative potential of the migrants.</li> <li>b) An orientation system that suggests to the learners what kind of course to follow and where to follow it. From a needs analysis the partnership has concluded that there are a lot of traditional courses or consulting offered free of charge to migrants by EU governments in</li> </ul>

	<p>order to mitigate the gaps in language and entrepreneurial matters. But these offers are not connected to the evaluation of previous skills and their inclusion in the EU business model. This proposal intends to be the bridge that combines what is already offered in Europe and a new model of training personalized on the needs of migrants, which have not been focused on so far.</p> <p>c) A Virtual Reality Environment in which the future entrepreneurs can train their entrepreneurial skills, in a controlled environment, before they enter the real business world.</p> <p>d) A system of recognition, validation and certification of the entrepreneurial competencies, inspired by ECVET and based on a “digital open badges” framework, where the value of the badge (the icon that identifies knowledge, skills and competences) is given by the information connected, the way it has been acquired, and who delivered it and when. The badge also gives access to the documents/artefacts/evidences that prove the competencies acquired. Mozilla Foundation has started to experiment with the technology of the “digital badges” to guarantee free and open systems. The partnership will test the system in VET, focusing on migrants’ needs and situation.</p>
<p><b>Evidence of success (results achieved)</b></p>	<p>Already achieved:</p> <ol style="list-style-type: none"> <li>1. A platform that contains relevant entrepreneurship training modules provided based on a skill evaluation and orientation system.</li> <li>2. An enterprise simulator and a ECVET system with digital badges for accrediting entrepreneurship skills</li> <li>3. Test of the efficacy of the tools &amp; implementation of the platform</li> <li>4. Involvement of National Stakeholders (i.e. in Italy INDIRE, the Erasmus plus Adult of Education National Agency with its EPALE department, Public Schools for Adults, migrants and refugees associations, VET agencies)</li> </ol> <p>Next steps:</p> <ol style="list-style-type: none"> <li>4. Training activities for migrant entrepreneurship candidates in the 5 partner countries</li> <li>5. Manual of methodologies and EU recommendations for training and assessing entrepreneurship skills among migrants.</li> </ol>

	6. Launching conference
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	Technological problems Involvement of the target groups in each Country
<b>How could, in your opinion, this intervention be improved?</b>	With the official recognition of the competences by the Regional/National Authorities

<b>Good practice transferability</b>	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	Contacting the Lead Partner  VIFIN (Vejle, DK) Contact: Anette Grunnet angru@vejle.dk or +45 76 81 38 82  It is possible to require login and password.  The access to the platform (and all the materials) is free.
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	EVA is a KA2 Erasmus plus project.  Project total grant: 294.600,00 euros  The platform is available in English, Danish, Italian, Greek, Maltese, German  For using the platform it is suggested the use of Chrome, a good internet connection, it is required a tutor on-line and, if possible, a mentor on-the-spot.

## 2. PETRARCA PROJECT

General information about the good practice	
<b>Title of Good Practice</b>	PETRARCA PROJECT
<b>Country, region and municipality of implementation</b>	ITALY, PIEMONTE, <a href="https://www.petrarca.eu">https://www.petrarca.eu</a>
<b>Timeframe</b>	2010 - 2018
<b>Level of implementation (local/regional/national/transnational/other)</b>	Regional and National
<b>Webpage or other online info about the good practice</b>	<a href="https://www.petrarca.eu">https://www.petrarca.eu</a> WWW.CERSEO.ORG
<b>Name and contact information about the organisation implementing the good practice</b>	CERSEO Vallotti Street, 22, 13100 Vercelli TEL 00390161219513 e-mail: <a href="mailto:gianina.sion@cerseo.org">gianina.sion@cerseo.org</a>
<b>Brief description of the organisation implementing the good practice</b>	CERSEO, Association for Vocational Training, was created in September 2005, while in January 2007 it was accredited by the Piemonte Region (no. 774/001) for the macro types MA - MB - tap - tad. The training agency is structured into departments that deal with: Funded Training for companies (ESF) Funded training for Individuals (ESF) Equal Opportunities Safety at the Work Place European Department Apprenticeship

Good practice description	
<b>Brief explanation of the good practice</b>	Petrarca 2 - System Action For The Learning Of The Italian Language - Presented By Piemonte Region. Petrarca 3 - System Action For The Learning Of The Italian Language - Presented By Piemonte Region

	<p>Italiano Amico - Project made in collaboration with the Permanent Learning Center from Vercelli</p> <p>Petrarca 4</p> <p>PETRARCA 5</p>
<b>Short description of the problem the good practice example want to tackle</b>	<p>Overcoming linguistic barriers</p> <p>passing the exam for the issue / extension of the residence permit</p>
<b>Main objectives of the good practice</b>	<p>The project intends to consolidate and expand the formal and informal networks already present in the Piedmont area and made up of public and private subjects providing language training and subjects who, working in direct contact with foreign people, can provide them with information on the training itself. . At the end of the project the networks present on each provincial territory will be able to offer:</p> <ul style="list-style-type: none"> <li>- to foreigners regularly residing in a more effective service of information, orientation and inclusion in the learning paths of the Italian language and culture</li> <li>- to public and private sector operators, a clear and coordinated reference system within which to plan and implement orientation, accompaniment and training courses that respond more and more to the specific needs of people and territories.</li> </ul>
<b>Target groups and measures to involve the target groups (max 500 characters)</b>	<p>Foreign people of different backgrounds living in Italy.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>CONSTRUCTION OF THE GOVERNANCE SYSTEM:</p> <p>This action aims to bring out the existing networks and relationships between public and private operators and to strengthen collaborations both at local and regional level on the specific theme of teaching Italian language and culture through:</p> <p>Coordination meeting - in each territory - with the Prefecture, the Province and the Municipality to share information and knowledge on the activities and local actors who deal with the linguistic training and orientation of foreign people and to define the organization methods of a local network system that takes into account the specificities of the territory</p>

	<p>- Establishment of 8 nodes of territorial network, one for each provincial territory. Each network node involved:</p> <ul style="list-style-type: none"> <li>- Prefecture</li> <li>- Territorial Council for Immigration - Provinces (sectors of social policies, work vocational training)</li> <li>- Municipality of the Municipality</li> <li>- Municipalities with a population above 5,000 inhabitants. with a percentage of foreigners equal to or greater than 5% of the residents</li> <li>- Permanent Territorial Centers</li> <li>- Provincial School Office and / or school pole identified by the agreement stipulated between the Piedmont Region and the Ministry of Labor and Social Policies</li> <li>- Associations and bodies of the social private identified by the Province of reference</li> <li>- Social welfare associations</li> <li>- SPRAR project holders</li> <li>- Patrons</li> <li>- Trade unions</li> <li>- Entities and project partners financed on the territorial EIF.</li> </ul>
<b>Evidence of success (results achieved)</b>	<p>PETRARCH 4: about 230 Italian language courses; 1800 people involved</p> <p>PETRARCA 5 - STARTED IN 2018 PROVIDES the activation of over 300 Italian language courses reserved for foreigners residing with permits, with the involvement of 3,000 people</p>
<b>How could, in your opinion, this intervention be improved</b>	<p>To enlarge the time of the project and to become a stable activity with the governmental local authorities</p>

<b>Good practice transferability</b>	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b></p>	<p>To support this practice is very useful and it can be implemented in any European country by any organisation working with the Erasmus+ programme (or any other local programme).</p> <p>It is, nevertheless, important to pay attention to national/regional economic conditions when setting the criteria for target group that can benefit from the fund and limits of allowance.</p>
<p><b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b></p>	<p>The whole project was supported by 2,500,000 CZK (ca €98,814) and the target is to support development of civic and social competences of 2,000 pupils and 140 teachers). The costs cover realization of lectures and training courses, promotion, creating material outputs (e.g. brochures, leaflets, audiovisual materials etc.), salaries of trainers, administrative support etc.</p>



Regarding human resources, the most important are professional trainers who specialize on inclusive education, non-formal learning methods and have a good overview of inclusion politics in a country. Some lectures of multicultural education require also additional materials such as documentary movies.

## 3. Not anyone is similar, not any one is different

General information about the good practice (GP)	
<b>GP Title</b>	<b>Not anyone is similar, not any one is different</b>
<b>Country, region and municipality of implementation</b>	Italy, South of Italy, Calabria region, Reggio di Calabria city Italy, Central Italy, Lazio region, Roma city
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2 years long
<b>Level of implementation (local/regional/national/transnational/other)</b>	National level
<b>Webpage or other online info about the good practice</b>	asprometeo.altervista.org
<b>Name and contact information about the organisation implementing the good practice</b>	Carlo Smaldone Villani Prometeo Association via Spanò Bolani li, 3 89100 Reggio di Calabria, ITALY
<b>Brief description of the organisation implementing the good practice</b>	Prometeo is recognized by the Ministry of Labour as member for fighting against racism and for integration of migrants, recognized by the province of Reggio Calabria as organization involved in environmental education; it is recognized by the Ministry of Education as a provider of education for School personnel as teachers or headmasters, and recognized by the Regione Calabria as a Certified Centre for VET Education. The experience of us until now in Adults projects, the cooperation with neighbourhood countries in the framework of other European projects gave as the motives to propose projects as leaders or partners for training (practical and theoretical) of different issues, to assist to the future generations for professional orientation proposing sustainable and immediate work positions and ways of facing environmental and social problems to daily life style implementation and under European standards and identity. Then with the Regione Calabria we provided Adult education, general

### General information about the good practice (GP)

secondary education, and vocational education in sport, business, computer. We are recognized with QE system with ISO 9001:2000/2008 Quality Certification for our centre located in Taurianova, Calabria, from 2006.

### Good practice description

**Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)**

The project seeks to meet these challenges with the platform, which takes the potential entrepreneurs through a series of steps on their way to becoming an entrepreneur:

*Assessing and evaluating the person's mindset, competencies and attitude towards being an entrepreneur.*

In this part, the users are taken through a series of tests and questions to clarify their entrepreneurial potential and to determine in which fields they can improve their entrepreneurial skills.

*Collection of training materials*

Results of the tests will then orient the users to a collection of training materials and/or refer to where to be trained. The users can find information, knowledge and further training in the appropriate areas of becoming an entrepreneur and starting their own business. The training materials consists of existing and already tested materials from various sources put into the context of migrant entrepreneurship.

*Enterprise simulator*

In an online and safe environment, the users now have the possibility to test their previous and acquired knowledge by being taken through the process of becoming and being an entrepreneur. A virtual environment is used to motivate and engage the user, making it not simply a test, but a simulation of real life situations.

In addition, the project seeks to develop an underlying system of recognition and certification of competencies based on the ECVET system, which will provide users with recognition of their competencies upon their completion of the simulator.

<b>Short description of the problem the good practice aims to tackle</b>	<p>Young migrants, education dealing to entrepreneurship are important topics in most EU countries. Education as first and integration are the basic of entrepreneurship and self-employment giving to migrants an opportunity to fully participate in society and the economy.</p> <p>More often than not, they are less likely to succeed with their endeavours due the various challenges they face such as lack of knowledge of the market, missing networks, cultural and language barriers, difficult access to financing options, use of the Italian language, administrative difficulties and social acceptance of them.</p>
<b>Main objectives of the good practice</b>	<ul style="list-style-type: none"> <li>- To enhance a real integration starting from the school time (even if adults) and support social integration and entrepreneurship among migrants;</li> <li>- To increase young migrants' competences and entrepreneurship skills starting rom social acceptance of them all;</li> <li>- to develop the self production of social works made by them as movies, music with the help of some bodies helping them to produce something new and interculturally made.</li> </ul>
<b>Target groups</b>	<p>Migrants at first, then teachers in the schools and VET organisations, stakeholders, i.e. learning institutions, job centers, etc., who have an interest in new tools for assessing the entrepreneurship competencies of migrants and ethnic minorities.</p>
<b>Measures to involve the target groups</b>	<p>To look at migrants as first target group, inside schools or inside some associations due to their help as Caritas Italiana, Emergency or Medecine sans Frontieres.</p> <p>Then to involve teachers inside the schools and VET organisations, then institutional bodies in charge to help or welcome migrants. Finally organisation involved with economy as the Chamber of Commerce and Federation of Commerce.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>There were not any experiences in the South of Italy that time as the focus was around thr emergency of the arrival of people from the seaside and the first aid to them. But migrants didn't find anything after</p>

	the end of that period, something useful to integrate them into society and to give them opportunity to become economically independent.
<b>Evidence of success (results achieved)</b>	<p>Already achieved:</p> <ol style="list-style-type: none"> <li>1. A platform that contains relevant examples of training modules provided based on a skill evaluation and orientation system.</li> <li>2. so many products created by the migrants as videos, music, other tools useful for the project, papers and materials</li> <li>3. Involvement of Regional and National Stakeholders (i.e. in Italy Public Schools for Adults, migrants and refugees associations, VET agencies)</li> </ol>
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	to meet stable migrants ready to attend all the process during the 2 years as they were moving through the country and abroad.
<b>How could this intervention be improved</b>	Starting to have some steady programs inside Upper secondary schools and Vocational schools about integration processes connected with self employment and the possibility to give to them an economical independence and a proactive behavior.
<b>Good practice transferability</b>	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>Prerequisites: no pre-requisites, the project was made in one region of the first arrival of migrants, in Calabria, and in one arrival point of them in Rome to settle definitely.</p> <p>Would it work well in another EU country: possibly YES as it is more suitable to adapt in one "arrival" country as migrant there can be settled and the presence of them can be more stable for attending the project.</p> <p>Local /National conditions: the wish of National Institution to approve one project for the economical self management of migrants, and some upper secondary schools and VET organisations where it can be possible to start the integration process using language tools and integration methods.</p>

**Good practice transferability**

**Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)**

The project was funded by Italian Ministry of Labour and Social Security for 300.000,00€

HR involved: 10 teachers, 1 coordinator, 1 administrator, 6 tutors, 3 sound experts, 2 movie experts, 2 school directors, 4 tutors, 2 experts in small & social business.

## 4. Intercultural Training against Racism for a Welcoming Policy in Education

General information about the good practice (GP)	
<b>GP Title</b>	<b>Intercultural Training against Racism for a Welcoming Policy in Education</b>
<b>Country, region and municipality of implementation</b>	Italy, South of Italy, Calabria region, Reggio di Calabria city Italy, Central Italy, Lazio region, Roma city
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	A serial of courses one week long , starting on 2010 until 2017
<b>Level of implementation (local/regional/national/transnational /other)</b>	National level
<b>Webpage or other online info about the good practice</b>	<a href="http://asprometeo.altervista.org">asprometeo.altervista.org</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Carlo Smaldone Villani Prometeo Association via Spanò Bolani li, 3 89100 Reggio di Calabria, ITALY
<b>Brief description of the organisation implementing the good practice</b>	Prometeo is recognized by the Ministry of Labour as member for fighting against racism and for integration of migrants, recognized by the province of Reggio Calabria as organization involved in environmental education; it is recognized by the Ministry of Education as a provider of education for School personnel as teachers or headmasters, and recognized by the Regione Calabria as a Certified Centre for VET Education. The experience of us until now in Adults projects, the cooperation with neighbourhood countries in the framework of other European projects gave as the motives to propose projects as leaders or partners for training (practical and theoretical) of different issues, to assist to the future generations for professional orientation proposing sustainable and immediate work positions and ways of facing environmental and social problems to daily life style implementation and under European standards and identity. Then with the Regione Calabria we provided Adult education, general secondary education, and vocational education in sport, business, computer. We are

**General information about the good practice (GP)**

recognized with QE system with ISO 9001:2000/2008 Quality Certification for our centre located in Taurianova, Calabria, from 2006.

**Good practice description**

**Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)**

The courseware is addressed to educators and people involved in education as mentors, tutors, directors and its aim is to collect and share good practices to involve students and migrants in the same school environment and beyond. Results of the course will then orient the educators to a collection of training materials and/or refer to where to be trained. The users can find information, knowledge and further training in the appropriate areas of becoming a facilitator of the acceptance process and how to avoid stereotypes and racism as bullying inside the educational organisations. The training materials consist of existing and already tested materials from various sources put into the context of migrant acceptance and how to welcome them in an efficient and safe way.

**Short description of the problem the good practice aims to tackle**

Overcoming linguistic and cultural barriers between the different cultural groups.

**Main objectives of the good practice**

- Stimulate the qualitative growth of welcome in mixed classes with foreigners, enhance methods about civics and orientation for foreign people, guaranteeing homogeneity and uniformity of their behaviours in front of the law and habits;
- Support the ability of educators to orientate all learners and target groups in a targeted way towards foreigners and language as culture that they meet in their classes;
- Increase the accessibility to Italian language and common tools for both learners, locals and foreigners to manage with illiterate foreign people in the local language or in English, with particular attention to women;

Good practice description	
	- Ensure continuity, sustainability and growth of the integrstion process inside educative institutions and the general culture training system at regional level.
<b>Target groups</b>	Educators, mentors, teachers in the schools and VET organisations.
<b>Measures to involve the target groups</b>	to show them the effect of the integration process which is really helping them in the management of the classes, relations between differencnt cultural and religious groups.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	Maybe the best is to think about a formative expererience for teachers only (and people involved in education) as normally they are fully oriented to the respect of the ministerial programme and not so much around HOW to facilitate the integration process in the school environment.
<b>Evidence of success (results achieved)</b>	We made 30 courses with 240 eudcators arriving from 10 different EU countries.
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	Not any special one. All educators were motivated to attend che courseware.
<b>How could this intervention be improved</b>	Starting to have some steady programs inside Upper seconday schools and Vocational schools about integration processes.

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to</b>	Not any pre condition for the adoption.  It can work perfectly in any EU country as this is a training session for teachers and educators.

<b>Good practice transferability</b>	
<b>allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	Local condition: 1 class, technology to work online, a small group to attend the course (not larger than 8 educators).
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>The project was payed by the single participants and it was 750,00€ per person a some of them took an European scholarship to attend activities in Italy with social course included.</p> <p>HR involved: 2 teachers, 1 expert in social integration, 1 school or VET organisation to show the methods and results.</p>

## V. Czech Republic

### 1. Inspiration for Inclusion in Schools

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	Inspiration for Inclusion in Schools
<b>Country, region and municipality of implementation</b>	Czech Republic, Prague
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	1. 8. 2016 – 30. 6. 2018
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local/Regional
<b>Webpage or other online info about the good practice</b>	<a href="http://www.slovo21.cz/index.php/extensions/inspirace-pro-inkluzi-na-prazskych-skolach">http://www.slovo21.cz/index.php/extensions/inspirace-pro-inkluzi-na-prazskych-skolach</a> (available only in Czech language)
<b>Name and contact information about the organisation implementing the good practice</b>	Slovo 21, Štěpánská 1, 120 00 Praha 2 <a href="mailto:slovo21@centrum.cz">slovo21@centrum.cz</a>
<b>Brief description of the organisation implementing the good practice</b>	<p>Slovo 21 NGO is a non-governmental non-profit organization, which was established in the year 1999. We have Czechs, Roma and members from various continents working for us. Our work can be divided into two main branches - activities to support the Roma, and activities focusing on foreigners.</p> <p>Our organization aims at building a multicultural society and mainly at a better coexistence of cultures. Our philosophy is to activate the Roma and foreigners and to teach them how to fight and stand up for their human rights. Our goal is also to destroy the deeply rooted prejudices, which tend to complicate the lives of many.</p>

GP description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>The project consists of two main activities. The first one is introductory seminar 'Introduction to Inclusion' that should inform headmasters and leading staff of Prague primary and secondary schools about changes in legislative about inclusive education, provide them with examples of good practices and invite them to the next project activities.</p> <p>The second activity is a several-day lasting seminar 'Small School of Inclusion'. It provides teachers with the up-to-date information about common education, inclusion, individualized education, methods for effective management, examples of good practices of inclusion from Czech schools and introduces them modern methods for inclusive education. Teachers have also possibility to try the methods in practice when working with simulated classroom consisting of pupils having various specific learning needs.</p> <p>As an outcome of the project, a brochure on methodology of multicultural education will be published. It will include a detailed description of structure of lectures of multicultural education and audiovisual material. Another outcome will be a methodical material 'Inspiration for inclusion' covering basic terms in inclusive education, expert texts for teachers and examples of good practices.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Inclusive education is defined as one of strategic priorities of education development in the Czech Republic. In 2016 a regulation that sets new rules for education of pupils with special needs was adopted by the Czech parliament. There are, however, many schools and teachers that do not know what this regulation means in practice and, more importantly, how to really teach inclusively.</p>
<b>Main objectives of the good practice</b>	<p>The activity develops knowledge and skills of teachers that help to successfully solve challenges of mutual coexistence of pupils from various cultural backgrounds. The objectives are:</p> <ul style="list-style-type: none"> <li>• Informing teachers and schools' head staff about a new conception of inclusive education.</li> <li>• Providing them with tools for work with teachers, headmasters, pupils and parents as with one collective.</li> <li>• Providing teachers with inspirational teaching methods.</li> <li>• Create and develop support network for schools.</li> <li>• Sharing of good practices.</li> <li>• Providing teachers with tools for self-evaluation.</li> </ul>

GP description	
<b>Target groups</b>	The project 'Inspiration for Inclusion in Schools' is aimed at teachers and head staff of primary and secondary schools in Prague. It also targets at education program-makers and guidance counsellors.
<b>Measures to involve the target groups</b>	Information about the project was promoted on organisation's website and social networks, in a special Bulletin published by Slovo 21, in newspapers, on Prague municipality portal etc. Slovo 21 also sent e-mails to Prague primary and secondary schools offering them participation in the project.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>This project was one of the first courses providing information about inclusion to Czech teachers and school staff. It is innovative in providing a complex support of creating pro-inclusive environment in schools consisting of:</p> <ul style="list-style-type: none"> <li>• information about new conception of inclusion adopted by the Czech parliament,</li> <li>• practical lectures/workshops of multicultural education for primary schools' pupils,</li> <li>• teaching pedagogues modern inclusive educational methods and giving them space to share examples of good practices</li> </ul> <p>The lectures are led by 2 trainers from whose always one is Roma or foreigner.</p>
<b>Evidence of success (results achieved)</b>	<p>Within the first round of 'Small School of Inclusion', headmasters and schools' head staff of Prague primary and secondary schools was informed about new conception of inclusive education. Around 40 teachers took part in the training, adopted new methods of inclusive education and evaluation and later used them in their classes.</p> <p>Until March 2018, 42 lectures of multicultural education were realized on Prague schools and more than 760 pupils participated on them. They learnt about different cultures, habits, importance of cultural diversity and intercultural dialogue based on understanding as well as about necessity in being initiative themselves in this.</p>
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	One of few problems encountered was initial reluctant of schools to send their teachers to the training that lasts several days because these teachers would thus be absent at school. This trouble was overcome by explaining importance and benefit of this training for schools and, mostly, by dividing the training into 2 parts: 3 afternoon sessions and 3 whole-day training taking place from Thursday to Saturday (Saturday is a free day for teachers in the Czech Republic).

GP transferability	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b></p>	<p>In our opinion this project is successfully transferable to other European countries where inclusive education is not yet much developed and/or where is a new conception of inclusive education.</p> <p>In the Czech Republic, the project is focused mainly on Roma minority, but in another context, it can be easily adopted to e.g. refugees, people with physical or mental handicaps and other.</p> <p>I think no special conditions have to be fulfilled.</p>
<p><b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b></p>	<p>The whole project was supported by 2,500,000 CZK (ca €98,814) and the target is to support development of civic and social competences of 2,000 pupils and 140 teachers).</p> <p>The costs cover realization of lectures and training courses, promotion, creating material outputs (e.g. brochures, leaflets, audiovisual materials etc.), salaries of trainers, administrative support etc.</p> <p>Regarding human resources, the most important are professional trainers who specialize on inclusive education, non-formal learning methods and have a good overview of inclusion politics in a country.</p> <p>Some lectures of multicultural education require also additional materials such as documentary movies.</p>

## 2. EYCB fund supporting participation of youth facing economic obstacles in Erasmus+: Youth projects

General information about the good practice (GP)	
<b>GP Title</b>	EYCB fund supporting participation of youth facing economic obstacles in Erasmus+: Youth projects
<b>Country, region and municipality of implementation</b>	Czech Republic

General information about the good practice (GP)	
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	Ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	National level / good practice from our organisation
<b>Webpage or other online info about the good practice</b>	Info available in Czech language only: <a href="http://eycb.eu/cz/stranky/2328-finann-pomoc-vjezdu">http://eycb.eu/cz/stranky/2328-finann-pomoc-vjezdu</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Evropské centrum mládeže Břeclav/European Youth Centre Břeclav z. s. (EYCB) <a href="mailto:Eycb.info@gmail.com">Eycb.info@gmail.com</a> <a href="http://eycb.eu/en/news/">http://eycb.eu/en/news/</a>
<b>Brief description of the organisation implementing the good practice</b>	EYCB is non-profitable nongovernmental organization founded by young people for young people in 2007. Our main aims and activities are informing and raising awareness of the European Union and its educational programs; promoting self-fulfilment and personal development of young people through educational programs of the European Union (esp. Erasmus+: Youth) and supporting non-formal education, intercultural dialogue, volunteering, international cooperation and active civil society.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>The EYCB fund provides financial support for young adults facing economic difficulties, who want to take part in Erasmus+: Youth projects. These people choose a project promoted on EYCB web and alongside applying for it they can ask for a financial allowance covering their travel costs to/from the project's venue, health travel insurance, costs related to issuing a passport (up to 600 CZK) and food allowance covering purchase of food and/or non-alcoholic drinks in case of waiting long at the airport / train station (up to 500 CZK).</p> <p>The application process includes: sending the official application form requesting allowance along with a motivational letter, a copy of a proof of receiving child benefit and/or a copy of a proof of a fact that applicant's family's income is not higher than 1.5 multiple of subsistence level and a copy of a document proving Czech nationality of the</p>

<b>Good practice description</b>	
	<p>applicant. In the motivational letter, the following questions have to be answered: 1. Why you? (Why should we support right you?), 2. Why this specific project? and 3. How will you multiply/use the gained knowledge from this project in your life/community? In some cases, the applicant may be also asked for an interview.</p> <p>The allowance can be sent either to the applicant's bank account or using a postal order or the flight/bus tickets and insurance are purchased directly by EYCB.</p> <p>After return from a project a participant must provide EYCB with all invoices and travel documents related to costs covered by the fund.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>There are many young adults in the Czech Republic (as well as in Europe) coming from a difficult economic and social background or living in conditions that do not allow them to invest money in education that would enable them to improve their competences, gain required experiences and qualification and thus also improve their living standard. Especially for those are opportunities created by EU funded educational programmes very important. In the same time, there is a requirement for participants of the projects to pre-finance their travel costs as well as cover compulsory travel insurance. This is, however, for many of young adults coming from families living just on a subsistence level an unsurpassable obstacle.</p>
<b>Main objectives of the good practice</b>	<p>The main objective of the described fund is to provide economically disadvantaged young adults with an allowance for covering their costs related to participation in international educational projects. This enables them to develop their competences and soft skills, gain unique experiences with work in international team, establish contacts important for their future education and sometimes even work, which improves their possibilities to overcome difficulties they face and live a successful life.</p>
<b>Target groups</b>	<p>The fund aims at all young adults aged 18+ of Czech nationality, with permanent address in premises of the Czech Republic, living in a family with income not higher than 1.5 multiple of subsistence level and/or living in a family that receives a child benefit.</p>

<b>Good practice description</b>	
<p><b>Measures to involve the target groups</b></p>	<ul style="list-style-type: none"> <li>• informing organisations working with socio-economically disadvantaged youth</li> <li>• raising awareness about the fund through the EYCB web and Facebook</li> <li>• releasing a press releases about the fund</li> <li>• organising several presentations on high schools (esp. vocational schools) about the Erasmus+ programme with an emphasis on possibility to apply for the allowance from the fund</li> <li>• organising a presentation at a meeting of Roma Roma scholars supported by the Scholarship for Roma high-school- and university students</li> </ul>
<p><b>Elements of innovation with respect to the regional state of the art or adopted policies</b></p>	<p>In the Czech Republic, there are many organisations working with the Erasmus+: Youth programme. However, lot of them is charging youth and young adults with fees for participating in projects – a practice going against inclusive principles of the Erasmus+ programme.</p> <p>Given this context, the EYCB fund is innovative in its approach, making a possibility to take part in Erasmus+ projects open for everybody, including those with the most limited financial resources.</p>
<p><b>Evidence of success (results achieved)</b></p>	<p>Thanks to spreading information about the fund we reached hundreds of disadvantaged young adults who have not been aware about possibilities provided by the Erasmus+ programme before. Now, they can take part in projects promoted by EYCB even completely free.</p> <p>So far one applicant (a Roma university student) has been supported by the fund. Unfortunately, he had to cancel his participation in a project at the end due to a theft of his ID.</p>
<p><b>Main problems encountered in implementing and description of the measures taken to overcome them</b></p>	<p>Main problem connected to this good practice is a small awareness of target group about the fund, fear of disadvantaged young adults of participation in projects and distrust that the fund is really aimed at helping them.</p> <p>The best way to overcome these difficulties is to spread information about the fund among the target group. Once the first supported applicant takes part in a project, it is crucial to promote this success and its positive impact on the applicant massively on our web, social media, press and especially ask the applicant to spread the info by word of mouth.</p>

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>As a kind of financial support this practice is very universal and can be implemented in any European country by any organisation working with the Erasmus+ programme (or any other educational programme).</p> <p>It is, nevertheless, important to pay attention to national/regional economic conditions when setting the criteria for target group that can benefit from the fund and limits of financial allowance.</p>
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>Financial resources needed: costs related to supporting one applicant may reach ca 10,000-15,000 CZK (600 CZK costs related to issuing a passport, 500 CZK food allowance, ca 600 CZK travel insurance, the rest travel costs). It is recommended to have enough resources to support at least 2-3 people at one time. Given amounts will be slightly different in every country.</p> <p>The only human resources required are people who assess the application forms and interview applicants and person(s) in charge of accounting and preparing &amp; concluding a contract with applicant.</p>

## 3. Field Programs for Adults

General information about the good practice (GP)	
<b>GP Title</b>	Field Programs for Adults
<b>Country, region and municipality of implementation</b>	Czech Republic, South Moravian Region
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	Ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Regional
<b>Webpage or other online info about the good practice</b>	<a href="http://iqrs.cz/en/foradults">http://iqrs.cz/en/foradults</a>
<b>Name and contact information about the organisation implementing the good practice</b>	IQ Roma servis, z. s. Vranovská 846/45, 614 00 Brno, Czech Republic <a href="mailto:IQRS@IQRS.CZ">IQRS@IQRS.CZ</a> +420 543 213 310
<b>Brief description of the organisation implementing the good practice</b>	IQ Roma servis is one of the most prestigious non-governmental organizations and we belong to the top experts on social inclusion, as evidenced by our national and international awards, recognitions and accreditations. Target group of its direct work are foremost social excluded Roma in being in bad social situation.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to</b>	The field program supports clients in achieving their interests and enforcing their rights. The services are organized in two main centres: community and field work centre and consultancy and employment centre.

<b>Good practice description</b>	
<b>achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>Based on individual needs of a client, field workers provide him/her with free-of-charge consultancy and other services focused on one or more of the following topics:</p> <ul style="list-style-type: none"> <li>• Employment consultancy and services</li> <li>• Cooperation with employers</li> <li>• Support of employment and career competencies of clients</li> <li>• Help with housing problems</li> <li>• Help with debt problems</li> <li>• Legal advice and assistance</li> <li>• Support for disturbed relationships in families and communities</li> <li>• Protection from discrimination and help for discrimination victims</li> </ul> <p>Capacity for providing this service is currently 10 clients at time.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Many Roma people in the Czech Republic face social exclusion and thus live in difficult social and economic conditions. They lack education, finances and self-confidence needed to find a job, enforce their rights and prevent problematic situations.</p>
<b>Main objectives of the good practice</b>	<p>The field program supports target group in enforcing their rights and reaching their goals. It focuses foremost on the following:</p> <ul style="list-style-type: none"> <li>• Reinforcing self-confidence</li> <li>• Procuring and maintenance of a respectable job leading to independence</li> <li>• Ensuring quality education, qualification and personal development</li> <li>• Help with debt problems</li> <li>• Providing legal advice and assistance</li> <li>• Support for disturbed relationships in families and communities</li> </ul>
<b>Target groups</b>	<p>The target group of this good practice is any person older than 15 years, especially of Romany origin, who find themselves in unfavorable social situation and is looking for information and support to reduce its impact or solve the situation with their active participation. The services are also offered to other individuals regardless the ethnic aspect if there are sufficient capacities.</p>
<b>Measures to involve the target groups</b>	<p>The field program is promoted in offices of IQ Roma servis, on its web and social networks as well as by field workers that are in personal contact with Roma families outdoors.</p>

Good practice description	
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	The program is innovative in its emphasis on individual approach to clients, their needs and proactive involvement of clients in solving their situations. To ensure bigger success and better impact, case management is realized cooperating with more specialists from various areas.
<b>Evidence of success (results achieved)</b>	Since the start of implementation of the field program dozens of Roma people were provided counseling and support thanks to which successfully gained employment, were able to buy own accommodation outside of socially excluded areas and/or solved their debt problems.
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	There have been no problems encountered during the field program implementation so far.
<b>How could this intervention be improved</b>	The field program can be implemented in the whole Czech Republic (not only South Moravian Region) or abroad.

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>The intervention is easily transferable to other European countries. The following conditions should, however, be fulfilled:</p> <ul style="list-style-type: none"> <li>• there are organizations working with socially excluded people</li> <li>• a good relationships and/or cooperation between the local/regional/national authorities, public sector and those organizations</li> </ul>

**Good practice transferability**

<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	Human resources needed: social workers, specialists on various topics (housing, employment, legal services etc.). Material resources: office for providing counseling services, computers and other office equipment, library with professional literature
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#### 4. Romaňi kereka – Romany Circle

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	Romaňi kereka – Romany Circle
<b>Country, region and municipality of implementation</b>	Czech Republic, Moravian-Silesian Region, Ostrava-Vítkovice
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2004 – ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local
<b>Webpage or other online info about the good practice</b>	Info available in English only. Webpage with the project info: <a href="http://cms.kmo.cz/www/cl-900/91-projekt-romani-kereka-romsky-kruh/">http://cms.kmo.cz/www/cl-900/91-projekt-romani-kereka-romsky-kruh/</a> Brochure from the ‘Seminar about Romani kereka project – possibilities and risks’: <a href="http://cms.kmo.cz/files/attachments/900/8887-brozura.pdf">http://cms.kmo.cz/files/attachments/900/8887-brozura.pdf</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Municipal Library in Ostrava ul. 28. října 2, 702 00 Ostrava <a href="http://www.kmo.cz/">http://www.kmo.cz/</a> <a href="mailto:vitkovice@kmo.cz">vitkovice@kmo.cz</a>
<b>Brief description of the organisation implementing the good practice</b>	Municipal Library in Ostrava (MLO) is a public universal library ensuring universal and equal access of all citizens and institutions in Ostrava to cultural values and information. It provides library services to people of all age categories and social background. Special emphasize is put on services for children and youth, elderly and handicapped people. Apart from providing basic library services MLO organizes exhibitions, information workshops, competitions, lectures, publishes newsletter etc.

Good practice description	
<p><b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b></p>	<p>During the project, a special Romany library was established providing to local Romanies in Ostrava a place where they can educate themselves, meet other people (Romanies as well as other), spend their free time and ask for help or counselling when solving various life situations. The library is reflecting specifics of Romany people not only concerning services offered, but also regarding interior conception.</p> <p>Apart from basic library services the Romany library has been offering these specialized services within so-called ‘circles’:</p> <ul style="list-style-type: none"> <li>• information circle – general and specialized counselling (information about social security benefits, children care, unemployment, housing etc.); methodical information centre for Romany issues</li> <li>• study circle – access to PCs with internet connection, group and individual study places, various courses e.g. on improving PC and information literacy, motivational programmes, assistance with finding a job...</li> <li>• reading circle – support of Romany and non-Romany book culture, presenting library collections to Romany library visitors, supplementing library collections with specialized Romani studies literature</li> <li>• cultural and leisure-time circle – programs for Romany mothers with children and for Romany families: lectures, exhibitions, storytelling, drama, musical and dancing workshops, motivational program ‘Famous Romanies’, etc.</li> </ul>
<p><b>Short description of the problem the good practice aims to tackle</b></p>	<p>Ostrava region is a place with the second biggest concentration of Roma people in the Czech Republic. In the same time, it is a place with high unemployment rate. There live almost exclusively Romany families in Ostrava-Vítkovice, many of them with very low social standard and low education level. Truancy, children criminality and drug abuse are common phenomena in this locality as there is no place/institution where young Romanies and families could go in for pastimes. Another problem is that there is no cultural place where Romanies and non-Romanies could meet.</p>
<p><b>Main objectives of the good practice</b></p>	<p>The main aim of this project is to create a Romany public library as a place that will be supporting education of Romanies on long-term basis, providing them also space where they can spend their free time. The aim is not, however, establishing a Romany library focused solely on Roma people and Romani studies, but rather place of meeting, where Romanies would feel welcomed being not separated from major society.</p> <p>Specific objectives are:</p> <ul style="list-style-type: none"> <li>• providing information and counselling concerning everyday life-situations that Romanies deal with;</li> </ul>

Good practice description	
	<ul style="list-style-type: none"> <li>• offering support in education, access to internet, places for studying, help with solving problems (mainly connected to unemployment);</li> <li>• providing support to Romany as well as non-Romany book culture and improving literacy of Romanies;</li> <li>• offering free-time activities and cultural activities</li> </ul>
<b>Target groups</b>	Target group of this project is, apart from Romany children and youth, also Romany mothers on maternity leave and Romany families that represent a key to establishing a positive contact and communication with Romanies as individuals. The library aims at Romany citizens of Ostrava.
<b>Measures to involve the target groups</b>	For raising awareness about the project, it has been crucial to establish cooperation with local schools and organisations working with Romanies. Some Romanies (especially children from schools and kindergartens) had visited MLO already before. When they came to the library, they were given flyers informing about activities prepared for the target group so that information about the project could spread among the target group.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	In the Czech Republic, there are some specialized 'Romany libraries', however, they focus merely at collecting literature about Romanies, Romani studies etc. The concept of the Romany library in Ostrava- Vítkovice is new in a way that it is a library not only <i>about</i> Romanies but above all <i>for</i> Romanies and that it serves as a public space where all people can meet, Romanies could educate themselves, spend their free time and ask for help when needed.
<b>Evidence of success (results achieved)</b>	A completely new library, and the first Romany library in the Czech Republic, was built in 2006. Since its opening, it has been offering a collection of materials about social, ethnic and minority issues, specialized Romani studies literature, Romany newspapers and literature. The library runs, moreover, a club for young adult Romany girls called 'Bookovka' organizing meetings with writers, art workshops, workshops on various topics (e.g. drug abuse, bullying, dangers of internet, eating disorders etc.).

<b>Good practice description</b>	
	<p>A special 'Gallery MaM' (the two 'M's stand for 'minority' and 'majority') was established and it has presented over 60 exhibitions (data since 2012).</p> <p>For Romany mothers and families, the library offers places for studying, provides information and counselling services, organises cultural and education activities.</p> <p>The library thus fulfils its main aim, providing a space for meeting Romany and non-Romany people and education of Romanies.</p>
<p><b>Main problems encountered in implementing and description of the measures taken to overcome them</b></p>	<p>One of the main problems are different behaviour patterns of Romany young adults that 'ordinary librarians' are not used to. These young adults need systematic support, assistance and motivation. On the other hand, they are not used to comply with some 'basic' rules – e.g. that some places in library are only for staff, that they should wait until other people finish speaking before talking etc. Thus, it is very important to educate the librarians in topics like youth work, work with Roma people, mental hygiene etc.</p> <p>There occurred also some minor difficulties with financing during the project implementation. So far, the project was financed from grants and contributions from organisations, funds and foundations. For the future however, a diversification of financing is necessary.</p>
<p><b>How could this intervention be improved</b></p>	<p>One way how to improve this good practice, could be organising professional courses with certification (retrainings) for Romanies in cooperation with employment office and other courses. This could help bring more Romany adults to library and help solving the problem of their unemployment. The library could also employ a Romany librarian in order to break barriers between Romany and non-Romany people that still could exist.</p>

<b>Good practice transferability</b>	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this</b></p>	<p>This kind of project is possible to realize in places with socially excluded groups (e.g. Roma people) with potential of developing systematic activities for their inclusion. A cooperation with other subjects (NGOs, non-formal initiatives, social workers etc.) and their support is also a very important.</p> <p>This good practice works in different European countries well, as shows the example of the Romany school library at Gándhí Grammar School in Pécs that was a model for Romany library in Ostrava.</p>

Good practice transferability	
<b>action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>The overall costs used for the project “Romaňi kereka” (except of salaries for librarians) reached ca € 80,000. Budget description is as follows:</p> <ul style="list-style-type: none"> <li>• furniture (shelves, charging desk, tables and chairs...) – € 39,000</li> <li>• technical facilities – € 24,000</li> <li>• library collection – € 17,000</li> </ul> <p>Concerning human resources, there are 5 librarians working in the library branch in Vítkovice. They cooperate with one Romany assistant and organisations working with Romany people.</p>

## VI. Spain

### 1. ALFARO Employment Project

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	ALFARO Employment Project
<b>Country, region and municipality of implementation</b>	Madrid Region, Spain
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2017 – ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local, regional
<b>Webpage or other online info about the good practice</b>	<a href="http://www.ssf.org.es/?q=en/content/alfaro-employment-project">http://www.ssf.org.es/?q=en/content/alfaro-employment-project</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Solidaridad Sin Fronteras (SSF) Ander Arredondo Chopitea Project Manager in SSF <a href="mailto:ssf@ssf.org.es">ssf@ssf.org.es</a>
<b>Brief description of the organisation implementing the good practice</b>	SSF is a Spanish non-governmental organisation established in 2009 which promotes a wide range of projects, training activities, courses, seminars, studies and research, and public activities on social, political and cultural issues. The organisation is currently involved in 13 projects at European level and several regional projects. SSF has an extensive background and experience in comprehensive attention to people at risk of exclusion, such as migrants, refugees, asylum seekers, women, among others.

<b>Good practice description</b>	
<p><b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b></p>	<p>Alfaro Employment Project develops an integral intervention for increasing the job opportunities of people at risk of exclusion in Madrid. Among many other activities, SSF implements an European methodology for adult learning, aimed at training the target groups to use ICT technologies for searching a job, the development of an online curriculum, cover letters, carry out on-line procedures with government, etc. The methodology is used in job search workshops wherein people, depending on their previous ICT skills, will be trained to use computers focused on job search.</p> <p>The training modules are:</p> <ul style="list-style-type: none"> <li>- Using job searcher webpages (develop the profile, CV, etc.): 4 hours.</li> <li>- Using mobile apps for searching a job: 4 hours</li> <li>- Drafting a letter of interest, sending of candidatures to job offers and self-candidacies to companies: 3 hours.</li> <li>- On-line procedures: legal procedures and e-government issues: 2 hours.</li> </ul> <p>Also, for the specific case of migrants whose mother tongue is not Spanish, this methodology provides basic computer resources, accessible through the computer and the mobile phone, to learn the Spanish language, which will result in a considerable increase notable of its socio-labor insertion.</p> <p>The contents of the course are available in an online platform (using Moodle).</p>
<p><b>Short description of the problem the good practice aims to tackle</b></p>	<p>Most of the users of the Alfaro Employment project are not aware of the possibilities to find a job that current ICT technologies offer. This is because many reasons, i.e.: they are long unemployed users, above 40 years, who are not familiar to digital technologies; due to the language barriers (in the case of migrant people); or due to the fact that young people still don't use social media and other resources to find a job.</p>
<p><b>Main objectives of the good practice</b></p>	<p>Alfaro Employment Project is aimed at promoting the social and labour inclusion of people in situation of social vulnerability living in the South area of Madrid Region. The project wants to favor the employability of these people by enhancing the acquisition and improvement of personal and socio-labor skills so as to facilitate their access to the labor market.</p> <p>More concretely, the project wants to develop the self-sufficiency and to empower beneficiaries to be able autonomously to find a job using ICT tools.</p>

<b>Good practice description</b>	
<b>Target groups</b>	<p>Alfaro Employment Project is aimed at several groups of people in risk of social exclusion:</p> <ul style="list-style-type: none"> <li>-Young people (between 17 and 30 years old) who do not study, work or receive training (NEETs);</li> <li>-People over 40 years old, long-term unemployed and minimum-income recipients;</li> <li>-Migrant population;</li> <li>- Other vulnerable people (LGTBI, ethnic minorities, etc.).</li> </ul> <p>During 2018 it is expected that the project will support more than 400 people.</p>
<b>Measures to involve the target groups</b>	<p>Most of the beneficiaries of the project comes directly from local Social Services. Since motivation of users is crucial so as to participate in the activities, they are engaged in individual sessions and group activities to increase their self-esteem.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>This European methodology allows the beneficiaries to advance in the acquisition of digital competences in a sequential and transversal manner: on the one hand, a specific itinerary is designed for each person based on their technological needs applied for job searching, so that learning is progressive; on the other hand, modules are designed to handle different apps and webpages simultaneously, so that digital learning is more enjoyable, faster and deeper</p>
<b>Evidence of success (results achieved)</b>	<p>The data collected within the project shows that almost 90% of users are able to use online resources to search for a job autonomously after the end of the workshops.</p>
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	<p>The main problem that staff working at Alfaro Employment report is in regards to the remarkable lack of motivation that the target beneficiaries have when it comes to be trained to find a job using ICT tools; that's why they receive a constant monitoring and workshops for developing their social abilities.</p> <p>Moreover, while SSF provides the space for developing the workshops, we face the fact that most of the users of the project don't have access to computer or a wi-fi connection to use their phones for finding a job.</p>

Good practice description	
<b>How could this intervention be improved</b>	It should be considered the increasement of activities related to improve the motivation and self-esteem of users.

GP transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?) (max 700 characters)</b>	The European methodology, as well as the set of activities to foster the employability of the abovementioned target groups can be transferred to any European country and be applied in local and regional projects. It is important to be supported by public institutions for sending users for the project, but not mandatory.
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice) (max 500 characters)</b>	It is necessary to have 2 persons working full-time to run the project, which means that, for non-profit organisations, they will have to count with public or private funding to implement all the actions of the project.

## 2. "Aula Mentor" (Mentor Classroom) Program

General information about the good practice (GP)	
<b>GP Title</b>	"Aula Mentor" ( <i>Mentor Classroom</i> ) Program
<b>Country, region and municipality of implementation</b>	Spain
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	1992 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Transnational
<b>Webpage or other online info about the good practice</b>	<a href="http://www.aulamentor.es/">http://www.aulamentor.es/</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Ministry of Education, Culture and Sport. Spanish government.
<b>Brief description of the organisation implementing the good practice</b>	The Ministry of Education, Culture and Sport is the department of the General State Administration responsible for the execution of the Government's policy on education; the promotion, protection and dissemination of Spanish historical heritage; and the execution of the Government's policy on sports.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of</b>	<p>"Aula Mentor" program aims to provide distance learning but with updated and faster communication using internet tools.</p> <p>"Aula Mentor" program is an open, flexible and online training initiative aimed at adults who wish to expand their personal and professional skills. The activities that have been implemented are promoted by the Ministry of Education, Culture and Sports of Spain in</p>

<b>Good practice description</b>	
<b>the intervention, such as for example training sessions, events, material published etc.)</b>	collaboration with other public and private institutions, both national and international. Currently, the number of courses offered exceeds 170, and are grouped into various areas aimed at promoting personal and professional development in the context of lifelong learning. "Aula Mentor" program serves annually, through its more than 450 classrooms distributed throughout the Spanish geography and some countries of Latin America, about 20.000 students.
<b>Short description of the problem the good practice aims to tackle</b>	<p>The "Aula Mentor" program started in the 90s, when the issue of how to meet the demand for training in the rural areas of Spain needed to be addressed, with concern for reaching individuals among small town populations who needed to upgrade employment and professional skills. Afterwards, at the beginning of the last decade, when the flow of migrants to Spain increased, the program broadened its scope to these groups and their specific needs, such as language, e-literacy, etc.</p> <p>The program is aimed also to address the shortage of professional training and certification of previous skills acquired throughout life (lifelong learning)</p>
<b>Main objectives of the good practice</b>	<p>The objective of "Aula Mentor" program is focused on providing an alternative in training to the adult population who does not have the opportunity to attend the academic offer and whose learning or dedication rhythm, requires a totally flexible system not subject to hours or any kind of deadlines.</p> <p>The courses offered by "Aula Mentor" can be classified into the following categories: technological courses (introduction to computer science, programming, design...), languages, business management, education, health, human resources, culture and training, among other professional specialties.</p> <p>Within each course, there are specialized modules that can be selected. Each course is divided into different modules and have different hours of duration.</p>

<b>Good practice description</b>	
<b>Target groups</b>	<p>The program is targeted at groups who, for different reasons, are unable to access to training courses. The program aimed to provide academic support to people from remote towns, as well as other sectors of the population, including those in urban areas, whose access to training is restricted by working hours or caring responsibilities for small children or elderly people. It also aimed to favor those people who, for various reasons, had not joined the world of professional training.</p> <p>The overall group targeted by Mentor courses comprises the entire Castilian speaking society, including the population of Latin America.</p>
<b>Measures to involve the target groups</b>	<p>The age bands are:</p> <ul style="list-style-type: none"> <li>• 16 years old</li> <li>• 16-25 years old</li> <li>• 26-45 years old</li> <li>• 46-65 years old</li> <li>• &lt;65 years old</li> </ul> <p>In order to reach the objectives and target beneficiaries, the courses are forwarded to different types of groups. For example, for young people, the objective is to improve their employability with resources and skills oriented to the job they want; for migrants, it is important to increase their language skills, etc.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies)</b>	<p><b>Software.</b> A server capable of handling bulk data including very large files. It is essential to ensure that the servers are kept running constantly at all hours of the day and that there are no failures in the transmission of files. This system includes a powerful platform that hosts an internal messaging system and has the tools required to monitor both the student and the tutor to be aware always of the activities and practices that need to be developed.</p> <p><b>“Aula Mentor” app.</b> The program contains an app that allows access to courses quickly and easily. At the same time, the courses are flexible and adaptable to the users. It is an asynchronous learning: this type of learning favors the user to work online and offline.</p>
<b>Evidence of success (results achieved) haracters)</b>	<p>The results of the “Aula Mentor” program can be divided into three factors:</p>

Good practice description	
	<p>The <b>achievement rates</b> are for students who have completed the course and they have obtained the official certification after passing the final exam. The total of people who completed the course and obtained the certification was <b>45.05%</b>.</p> <p>A <b>'dropout'</b> is a student who has started the course and then, for several reasons have been halved (<b>51.74%</b>)</p> <p>A <b>'no final assessment'</b> student is one who has completed the entire course activities but did not subsequently take the exam to obtain a certificate (<b>3.21%</b>)</p>
<p><b>Main problems encountered in implementing and description of the measures taken to overcome them</b></p>	<p>Enrolment to the "Aula Mentor" program in each area varies (rural or urban). There are many more students in schools that are in an urban environment. This must be considered for making an economic assessment of the profitability of the program. It is important not to forget the need for training in disadvantaged rural areas.</p> <p>Additionally, participating in the "Aula Mentor" courses has a monthly cost: 24 € per month. This amount of money limits the access to the platform, especially among those disadvantaged groups, with fewer economic resources or unemployed.</p>
<p><b>How could this intervention be improved</b></p>	<p>On the one hand, expanding the program to other groups that need specialized training. On the other hand, using specific software in the prison's classrooms. Finally, the Ministry of Education should have the capacity and responsibility to recruit, train and select mentors.</p>

Good practice transferability	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another</b></p>	<p>This action work can perfectly work in another European context, but it is important to have the infrastructure and economic support (public and private) for its beginning and maintenance. The good practice is transferable to the European context because:</p> <ul style="list-style-type: none"> <li>• There are the same needs for training and development of lifelong learning skills and programs;</li> <li>• It can be supported by an institution at the state level (ministries or Regional Directorates).</li> </ul>

Good practice transferability	
<b>European context? What local / national conditions should be met to allow the transfer?)</b>	<p>To carry out the "Aula Mentor" program, the following fundamental elements are required:</p> <ul style="list-style-type: none"> <li>• Public institutions (ministries or Regional Directorates) with the support of associations or privates organizations</li> <li>• People who do not have the opportunity to attend training.</li> <li>• Mentor Tutors.</li> <li>• Software.</li> <li>• Classroom Administrators.</li> </ul>
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>Considering the different resources that are spent on updating the software and tools, platform development, server maintenance... The cost of this work is estimated between 400.000 and 600.000 € per year.</p> <p>"Aula Mentor" program also has the following human resources, which make possible this program:</p> <ul style="list-style-type: none"> <li>• 10 workers in the Ministry of Education, Culture and Sport.</li> <li>• 400 workers. Administrators, support people, educators, etc.</li> <li>• 500 distance tutors.</li> </ul>

## 3. “Conecta Migración” (Migrants Connected Network) Program

General information about the good practice (GP)	
<b>GP Title</b>	“Conecta Migración” ( <i>Migrants Connected Network</i> ) Program
<b>Country, region and municipality of implementation</b>	Spain, in more than 20 municipalities all over the country
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2005 – ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local, regional, national
<b>Webpage or other online info about the good practice</b>	<a href="http://fundacionesplai.org/socioeducativa/rc_migracion/">http://fundacionesplai.org/socioeducativa/rc_migracion/</a> (in Spanish)
<b>Name and contact information about the organisation implementing the good practice</b>	Amaranta Garre, coordinator of the “Conecta Migración” Network. <a href="mailto:agarre@fundacionesplai.org">agarre@fundacionesplai.org</a>
<b>Brief description of the organisation implementing the good practice</b>	The network is managed by Esplai Foundation, a Spanish entity aimed at promoting citizenship committed to social inclusion, socio-educational action and the responsible use of ICT, with a special dedication to and youth and adults ICT education. Esplai Foundation runs a serious number of project in these fields all over Spain, and they have been nationally awarded several times for their good practices.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to</b>	The “Conecta Migración” Program is a network of more than 30 organisations which provides materials and resources for adult migrants for their digital literacy.

<b>Good practice description</b>	
<p><b>achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b></p>	<p>The program is based on 3 strategic areas: meet the needs of migrant people in regards to ICT literacy; intervention with organisations (how they implement the program); and training of trainers.</p> <p>The network is managed by Esplai Foundation, which provides the training materials, software and all the resources that the organisations need to implement the activities. Esplai carries out every year a training process with the organisations of the network, in order to identify the main areas of work to be developed within the year and to train the trainers (mostly volunteers and ICT workers).</p> <p>About meeting the digital needs of migrants, they firstly provide a specific itinerary for every user of the program, depending on their needs. There are workshops on digital literacy, from very basic level to more technical; language apps for Spanish basic notions; e-government for daily procedures and employability issues; multimedia courses to secure access to the internet from migrants; a specific course to migrant adults with their children, with the intention to share activities using ICT tools, mainly video games; and gender-based digital workshops (to address the gender gap in this subject).</p> <p>The materials are shared with the partner organisations privately, using creative commons licenses and Moodle, to control its use and dissemination.</p>
<p><b>Short description of the problem the good practice aims to tackle</b></p>	<p>The need for these projects emerged in the first decade of the XXI century, a context of massive arrival of migrants to Spain, which, besides many other problems, and after a process of contact and discussion with different migrant populations, it was detected a number of problems in terms of their digital literacy, that has been proved to be a very important issue in terms of social and labour integration.</p> <p>The project tries to address these problems that migrants face in Spain: ICT literacy, because it is a very useful tool for integration, since it allows them to increase their level of employability and social integration; communication, a key element since it allows adult migrants to learn Spanish and communicate, to carry out administrative procedures and other tasks, as well as to increase their labour options; and equality, not only with native people but also in terms of gender, because women generally have less access to new technologies than men.</p>
<p><b>Main objectives of the good practice</b></p>	<p>The main objective of the program is to address the needs of migrant people in regards to digital literacy as a way to foster their integration and to increase their employability. To this end the program provides the resources and materials to the organisations member of the Network to increase the ICT literacy for migrant adults.</p> <p>Those resources are developed in 3 ways:</p>

<b>Good practice description</b>	
	<p>- Digital literacy needs of migrants: to gain self-sufficiency and help them to improve their language proficiency, improve their employability and to carry out by themselves administrative issues.</p> <p>- Training of trainers: most of the organisations use volunteers to carry out the workshops, which are not very trained in the use of ICT tools, or computer specialists, which are less aware of the needs of migrants. The first are primarily trained by trainers, while the latter are trained to improve use more participative approaches to provide the best response to migrants.</p> <p>- Intervention with organisations: Esplai firstly train the organisations of the network and they also provide all the necessary resources tailored to the needs of the organisations expressed in the self-assessment process, which it is carried out every year.</p>
<b>Target groups</b>	<p>There are 2 target groups:</p> <ul style="list-style-type: none"> <li>• Organisations working with migrants, which are the direct beneficiaries of the resources and tools Esplai Foundation provides for the proper development of the “Conecta Migración” program; and</li> <li>• Migrants: mainly adults, but some organisations provide part of the activities with minors.</li> </ul>
<b>Measures to involve the target groups</b>	<p>Organisations of migrants join to the network of “Conecta Migración” freely and then the contact is constant between them and Esplai Foundation, which is responsible of delivering the training of trainers activities.</p> <p>Migrants join the activities based on their participation on the migrant organisations part of the network.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>One of the most innovative things about “Conecta Migración” program is that is a network of 30 entities, very diverse, with their own nature all along Spain, dealing with very diverse groups of migrants. To deal with this diversity, the program is fully adaptable to the needs and aims of the organisations, based on the contents prepared by Esplai Foundation.</p> <p>Conecta Migración Network was awarded by AMIF as one of the best practices in social integration of migrants; it is the only program of this nature in Spain that has been awarded.</p>

Good practice description	
<b>Evidence of success (results achieved)</b>	<p>The “Conecta Migración” program has achieved important results since its foundation in 2005:</p> <ul style="list-style-type: none"> <li>- More than 15,000 migrants have been trained in digital literacy workshops.</li> <li>- The social organisations working with migrants participating in the “Conecta Migración” Network is increasing year by year, covering the whole territory of Spain.</li> <li>- Thanks to the high impact of the program, some local public bodies have assigned the spaces called “Telecentros” (Telecentres), a public place run by local governments where people can access computers, Internet, and other digital technologies that enable them to develop essential digital skills.</li> </ul>
<b>Main problems encountered in implementing and description of the measures taken to overcome them (max 700 characters)</b>	<p>The program is very dependent on the external funding. Some years ago the public funding discontinued for a year. During that time, organisations kept training migrants in ICT issues but Esplai Foundation did not have the capacity to train this organisations and to provide them with innovative materials, methodologies, etc.</p>
<b>How could this intervention be improved</b>	<p>It is clear that the sustainability of the project relies on the public funding; however, the fact of being a network could help to maintain the results and the materials needed to develop the program.</p>

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this</b>	<p>The program has a wide potential of transferability to other European context, due to its aims and the way it is developed: e-education of adult migrants is an issue in all Europe, while it is possible to develop a network of organisations working with migrants at local, regional, national or European levels.</p> <p>In any case it is important to count with the support of public institutions, at least at local level, for easing the access to Telecentres or any other facility where the workshops can be done, and at national or European level, in terms of funding.</p>

Good practice transferability	
<b>action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>Since its creation, the program is sponsored mainly by public funding: until 2015 it was funded by the European Social Fund (ESF) through the Spanish Ministry of Employment and Social Security; in that year, the program did not receive public funding due to the change of the main financer, from ESF to AMIF funds.</p> <p>Due to its nature, the “Conecta Migración” program needs, on the part of the coordinating organisation, at least one coordinator and 5-10 trainers; and, on the part of the partner organisations, at least one or two facilitators for the workshops.</p>

#### 4. European Integration System

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	European Integration System
<b>Country, region and municipality of implementation</b>	Madrid Region, Spain.
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	2017 – ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local, regional
<b>Webpage or other online info about the good practice</b>	<a href="http://www.ssf.org.es">www.ssf.org.es</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Solidaridad Sin Fronteras (SSF) Ander Arredondo Chopitea Project Manager in SSF <a href="mailto:ssf@ssf.org.es">ssf@ssf.org.es</a>
<b>Brief description of the organisation implementing the good practice</b>	SSF is a Spanish non-governmental organisation established in 2009 which promotes a wide range of projects, training activities, courses, seminars, studies and research, and public activities on social, political and cultural issues. The organisation is currently involved in 13 projects at European level and several regional projects. SSF has an extensive background and experience in comprehensive attention to people at risk of exclusion, such as migrants, refugees, asylum seekers, women, among others.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>The European Integration System (EIS) is a methodology of intervention developed by SSF, based on our experience in European projects and the know-how acquired, and implemented in our employment projects.</p> <p>The EIS composed of five counselling zones to provide a tailored counselling to people at risk of exclusion, mainly migrant adults, to improve their labour and social inclusion.</p> <p>The zones are:</p> <ol style="list-style-type: none"> <li>1. Recognition zone: reception space to offer personalised services for registration, initial interview and application of tailored tools for the assessment and recognition of prior learning.</li> <li>2. Training zone: provides a complete guidance through different learning solutions for the development and upskilling of the skills of the indirect target group, with the aim of improving their lifelong learning.</li> <li>3. Employment zone: focused on the provision of career guidance and vocational assessment.</li> <li>4. Mobility zone: will analyse the suitability for a second mobility of the target groups, for a better path of work and to improve their competences.</li> <li>5. Follow-up and inclusion zone: provides, firstly, a number of resources for improving the social inclusion of youth migrants, such as active participation in social life (volunteerism), legal counselling on migratory issues, databases of local and regional training programs, public and private services, among others. Secondly, it will provide youth professionals with the best practices and tools to maintain a constant and periodical tracking of the labour inclusion of the youth migrants.</li> </ol>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Improving the employability is a major issue in Spain. People at risk of exclusion find very hard to enter into the labour market, due to the lack of qualifications and formal recognition of their previous learning. This is particularly true in the case of migrants.</p> <p>In this sense it is crucial that professionals working with these groups acquire the necessary skills and competences to enable them to offer the best solutions for a proper career guidance and the best social integration.</p>
<b>Main objectives of the good practice</b>	<p>The main objective of the EIS methodology is to foster the employability and social inclusion people at risk of exclusion and migrants. To this end, the EIS methodology allows:</p> <ul style="list-style-type: none"> <li>- The development of relevant and high-quality skills and competences for professionals dealing with these groups, by providing them with the innovative five zones and the resources, tools and documents needed for its correct implementation; and</li> </ul>

<b>Good practice description</b>	
	<ul style="list-style-type: none"> <li>- The improvement of the social inclusion of these groups, because this factor and employability are deeply interlinked and run parallel: adult people at risk of exclusion and migrants won't access the labour market in equal opportunities with the rest if they are not integrated into society; at the same time, if they are not able to plan and develop a professional career the chances to be included in society would be dramatically reduced.</li> </ul>
<b>Target groups</b>	<p>The EIS methodology is aimed at two target groups:</p> <ul style="list-style-type: none"> <li>- Professionals dealing with people at risk of exclusion and migrants: SSF provides the tools and resources needed to implement the EIS and the 5 zones to the staff of our projects, as well as developing workshops to train professionals from other organisations at regional level (Madrid Region).</li> <li>- People at risk of exclusion and migrants: they are the final beneficiaries of the methodology, since they are participating in projects to foster employability and social inclusion.</li> </ul>
<b>Measures to involve the target groups</b>	<p>The EIS methodology is mainstreamed in all the projects developed by SSF aimed at improving the employability and social inclusion of people at risk of exclusion and migrants, in close collaboration with local and regional public institutions, as well as in other projects run by partner organisations. Most of the beneficiaries are sent by the Social Services of these local and regional institutions, from other services provided by SSF, or expressing their willingness to participate in the projects.</p>
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	<p>The EIS is inspired in a number of European techniques gathered and learned by SSF thanks to its participation in European projects. For that reason, the 5 zones of intervention and counselling are very innovative at local, regional and national level, because there are not projects that develop an integral and transversal methodology of intervention with the beneficiaries focused on the recognition of their prior learning, the development and skilling of their skills, social counselling and follow-up, career guidance and mobility options.</p>
<b>Evidence of success (results achieved)</b>	<p>Since its inception and implementation in 2017, the EIS have been mainstreamed in two regional projects run by SSF, which have attended so far to approximately 600 people. Of them, almost 100 have found a new job during their participation in the activities of the project, all of them are being monitored by the professionals of the project, in terms</p>

Good practice description	
	<p>of social integration, and approximately 50% are volunteering, as an indicator of a better social inclusion.</p> <p>Moreover, the methodology has been trained to five more regional organisations in Madrid, which are starting to apply it partial or integrally in their employment services or projects.</p>
<p><b>Main problems encountered in implementing and description of the measures taken to overcome them</b></p>	<p>All the resources (documents, videos) and tools to the proper development of the EIS methodology have passed through several adaptations to better address the needs of the beneficiaries, from a more theoretical approach to one more adapted to reality and the characteristics of the beneficiaries.</p> <p>The other main problem has been to properly train the staff involved in our projects that mainstream the EIS, since this is an innovative methodology for everyone and, although it is a relatively flexible methodology (in terms of using some of all the 5 zones), it is important to implement deal integrally.</p>
<p><b>How could this intervention be improved</b></p>	<p>The EIS methodology is always in process of adapting to meet the needs of the final beneficiaries. In any case it is important to ease the process of implementation and to develop more practical contents for its implementation, more tailored to the daily needs of the professionals that are applying the methodology.</p>

Good practice transferability	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions</b></p>	<p>The EIS is aimed at being fully transferable at any level, to any organisation or institution working with people at risk of exclusion and migrants to foster their social and labour integration. As it inspired in European techniques in this topic, the adoption to other contexts should no represent problems, bearing in mind the need of customisation of the 5 zones to the context of the organisations, since there are different recognition systems in Europe and the social-labour contexts vary from one country to another.</p> <p>Besides, the beneficiary needs and challenges in regards to their career counselling and social inclusion process are different.</p> <p>It is important to count on the support of public bodies, at local and regional levels, due to the need of people who will take part of the projects, as well as to coordinate with them all the aspects of the zones.</p>

Good practice transferability	
<p>should be met to allow the transfer?)</p>	
<p><b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b></p>	<p>The implementation of the EIS methodology does not represent a remarkable expenditure of money, as it should be mainstreamed in the current projects aimed at enhancing the social and labour inclusion of people at risk of exclusion.</p> <p>However, it is important to train all the human resources involved in these projects to properly apply the methodology and to provide a good support to the beneficiaries. The projects run by SSF use two people full-time devoted.</p>

## VII. United Kingdom

### 1. A European Entrepreneurship VET Model and Assessment Framework for Ethnic Minorities (EVA)

<b>General information about the good practice (GP)</b>	
<b>GP Title</b>	English education despite all the negativity
<b>Country, region and municipality of implementation</b>	Cumbria UK Six European countries
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	Two Years Grundtvig 2 Project
<b>Level of implementation (local/regional/national/transnational/other)</b>	UK, Spain, Turkey, Italy, Slovakia, Lithuania,
<b>Webpage or other online info about the good practice</b>	<a href="http://www.creditsuk.co.uk">www.creditsuk.co.uk</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Carol Wilson Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
<b>Brief description of the organisation implementing the good practice</b>	Cumbria CREDITS Ltd, United Kingdom is a not for profit social enterprise company limited by guarantee. CCL promotes community regeneration through adult education and life long learning. Cumbria CREDITS was set up as a Round 1 SRB programme and developed over 70 Community Development Centres (CDCs) throughout Cumbria - the second most sparsely populated county in England where we work with adults who are socially disadvantaged through rural locality, unemployment, low skills, low self esteem, hesitant learners. This involved a large capital programme to develop the centres, and identify, train and accredit a number of community facilitators as adult trainers. Learning began with ICT training and progressed to other vocational areas in response

General information about the good practice (GP)	
	to local needs, in addition to developing a number of projects e.g. credit unions, food co-ops and taster sessions. Cumbria CREDITS work with partners such as CDCs, Rural Regeneration Agencies and Charities. Cumbria CREDITS has won a number of national awards including a National Training Award and Regeneration Award (BURA). Cumbria CREDITS have been involved in previous European projects.

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	Learning different techniques to teach adults. The UK partners delivered sessions on team building, group dynamics & handling difficult situations when working together with groups of people. This also helped us work with our respective adult groups.  We wanted to learn from each Partner's experience in delivering and creating resources to non English speaking adults.
<b>Short description of the problem the good practice aims to tackle</b>	A desire on the part of English teachers from non English speaking countries to make lessons better and help people to converse better rather than just understanding English grammar
<b>Main objectives of the good practice</b>	Since English has become the main language of international communication, it is essential for European citizens to improve their communication skills in English in order to:  -communicate freely among Europeans in real life situations, -seek new job opportunities outside their native countries, -collaborate with workers from other countries in terms of exchanging knowledge in their respective professional areas.  Nowadays, young adults have a better understanding of the English language through formal and informal education than older adults who might not have had this opportunity to be taught English from the communicative approach. Our group was made up of Partners with experience working with disadvantaged groups of all kinds and some less experienced partners who wanted to learn how to deal with different training situations and to teach in a non formal environment.

<b>Good practice description</b>	
	<p>The project allowed partners to understand one another's methodology and pedagogical approaches to teaching conversational English. It also helped support English teachers to enrich and improve their own teaching approaches. Trainers worked together, sharing ideas and experiences through discussions, workshops and observations and took part in lessons. By using each others resources, methods and knowledge, we continued to give lessons to our own learners in our countries in order to improve their communication skills. All our target groups benefited from the project by means of better understanding of documents available only in English, being able to use support websites in English and feel confident in contacting others to exchange experiences and ideas when the communication language required was English. This project was needed given the high competitiveness in the labour market, poor access to English courses in rural areas, significant gap concerning English communication skills between different age groups and a common lack of communicative approach in formal English teaching systems.</p>
<b>Target groups</b>	<p>Our partnership made up of 6 partners wanted to bring together young people &amp; adults belonging to Partners' target groups: 1)Disadvantaged, unemployed, immigrants &amp; ethnic groups; 2)Workers and entrepreneurs lacking communication skills in English; 3)Residents of rural areas with limited access to English courses 4)English teachers. We aimed at valuing their mutual potential and learning how to help each other expand their knowledge of English delivered in a relaxed &amp; non threatening environment, where hesitant learners would feel more comfortable. We wanted to learn from each Partner's experience in delivering and creating resources to non English speaking adults. We wanted to share best practice with each country &amp; share resources during our meetings. Each Partner country carried out two surveys, one for trainers &amp; one for adults to gather information on the best learning environment &amp; the learners desire to improve their English communication skills in order to determine their preferred learning style &amp; preferred methods of training. The UK partners delivered sessions on team building, group dynamics &amp; handling difficult situations when working together with groups of people.</p>

<b>Good practice description</b>	
<b>Measures to involve the target groups</b>	Our respective adult groups used online blogs & social media to improve communication between Partners using English as the vehicle. Marketing was important for the project as it would be a vehicle for engaging learners. This was carried out locally & nationally to raise the project awareness. The end product shows resources of good practice & they were uploaded to the project blog. The project involved the highest possible number of adult learners and English teachers from each Partner country and 72 in mobilities.
<b>Elements of innovation with respect to the regional state of the art or adopted policies</b>	CCL Role within this project was to learn from partner countries how they teach English within their own countries in a non threatening environment. We oversaw the materials produced for English accuracy, we took part in all workshops, we hosted the final partnership visit which focused on dissemination. The UK worked with other partners during workshops to look at team work, group dynamics and handling difficult situations when working together with large groups of people
<b>Evidence of success (results achieved)</b>	Each country using different strategies and techniques to teach English. Final evaluation of the project.  Our project was developed with the key competencies in mind as stated in the European Framework. We addressed people from vulnerable social groups and in marginal social contexts, such as older people, migrants and those who have left formal education without qualifications, in order to give them alternative opportunities to access adult education and improve their language skills.
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	Group dynamics and handling difficult situations when working together with large groups of people.  Understanding of different cultures and customs.  The handling difficult situations workshop brought forward because of a misunderstanding resolved the problem.
<b>How could this intervention be improved</b>	Make sure that all partners communicate on a regular basis, during and after the meetings, and bring any problems arising to everyone attention as soon as possible.

<b>Good practice transferability</b>	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	This action is transferrable to any EU context as long as there is an existent need for improving language skills of vulnerable groups and sufficiently experienced staff on hand.
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	2 educators with experience in language education and working with vulnerable groups.

## 2. Senior Citizens Computer Class

General information about the good practice (GP)	
<b>GP Title</b>	Senior Citizens Computer Class
<b>Country, region and municipality of implementation</b>	Cumbria, UK in partnership with Upperby CDC
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	January 2018 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local
<b>Webpage or other online info about the good practice</b>	<a href="http://www.creditsuk.co.uk">www.creditsuk.co.uk</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Carol Wilson Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
<b>Brief description of the organisation implementing the good practice</b>	<p>Cumbria Credits Ltd, United Kingdom, is a non for profit social enterprise company limited by guarantee. CCL promotes community regeneration through Adult Education and Life Long Learning.</p> <p>Cumbria Credits was set up as a Round 1 SRB programme in 1995 and developed 70 Community Development Centres throughout Cumbria, which is the second most sparsely populated county in England.</p> <p>There are still 13 centres in Cumbria, who work with Adults who are:</p> <ul style="list-style-type: none"> <li>• Socially disadvantaged through rural locality</li> <li>• Un-employed</li> <li>• Low or no skills</li> <li>• Low self-esteem/ lack confidence</li> <li>• Hesitant learners</li> </ul>

General information about the good practice (GP)	
	<p>Cumbria Credits won a National Training Regeneration award, through the Secretary of State's Office (BURA) in 2001.</p> <p>We facilitate access to training to help develop - confidence, social and communication skills and included achievable recognised qualifications in ICT, Customer Service, Business and Administration, Teaching Assistants, employability skills from entry level to level 3. Community Development Centres have experience working with learners from different background and skill sets. They have delivered courses from beginners to QCF's at level 4. One centre won the National Training Award in 2010 for the North West.</p>

Good Practice Description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>Upperby CDC facilitate over 50's each Monday for people who are socially excluded. The clubs are divided into two sessions am and pm. During these session the participants come and learn digital skills, computers, tablets, phones, digital photography etc.</p> <p>These participants are generally single males and females.</p> <ul style="list-style-type: none"> <li>▪ Drop in sessions</li> <li>▪ Relaxed and friendly atmosphere</li> <li>▪ Knowledgeable staff</li> <li>▪ Building confidence</li> </ul>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Social exclusion</p> <p>Lack of confidence and self motivation</p> <p>No ICT skills</p> <p>Lack of accessible ICT equipment</p>
<b>Main objectives of the good practice</b>	<p>To give the opportunity to participants to learn new skills, meet new people who they can become friends with and help each other to learn and gain confidence, which will reduce social exclusion.</p> <p>By encouraging them to use ICT, they will become more digitally aware and will be able to look for information, regarding pensions, tax affairs, housing benefits etc.</p>

<b>Good Practice Description</b>	
	Some adults will still be able to use the computer to find part time or full time job opportunities.
<b>Target groups</b>	Over 50's Any person wanting to learn new skills Males Females Socially excluded People with no confidence or motivation to learn Hesitant learners
<b>Measures to involve the target groups</b>	One to one sessions Learner led Group activities Demonstrations on practical exercises, using digital images etc by qualified tutor.
<b>Evidence of success (results achieved)</b>	Friendships made. Participants working together, inside and outside of the course time. New skills learnt and developed.  Participants progress from computers , to laptops to tablets.  Participants now using online sites for shopping, reading newspapers completing forms etc  Participants now using facebook, twitter, U tube etc.
<b>Main problems encountered in implementing and description of the</b>	Too many people in one session at the beginning, so we split the session into two.  The morning group are very close and we have too constantly encourage them to accept new people.

Good Practice Description	
measures taken to overcome them	We have learnt to make taught sessions short as their concentration lapses after an hour.
How could this intervention be improved	More staff and resources available

Good practice transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)	<p>Plenty staff with lots of patience</p> <p>Environment conducive to learning</p> <p>This project would work well in any country proving they have the same ethos as stated in this programme</p>
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	<p>Up to date computer equipment</p> <p>Staffit ICT and educational exxperience</p> <p>Tablets</p> <p>Internet</p>



**Good practice transferability**

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### 3. Working with Syrian Refugees

General information about the good practice (GP)	
<b>GP Title</b>	<b>Working with Syrian Refugees</b>
<b>Country, region and municipality of implementation</b>	Cumbria, UK in partnership with Upperby CDC, Local council, Cumbria learning and skills team
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	September 2017 - ongoing
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local
<b>Webpage or other online info about the good practice</b>	<a href="http://www.creditsuk.co.uk">www.creditsuk.co.uk</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Carol Wilson Cumbria Credits Limited <a href="mailto:Carol.wilson@upperbycdc.org.uk">Carol.wilson@upperbycdc.org.uk</a>
<b>Brief description of the organisation implementing the good practice</b>	<p>Cumbria Credits Ltd, United Kingdom, is a non for profit social enterprise company limited by guarantee. CCL promotes community regeneration through Adult Education and Life Long Learning.</p> <p>Cumbria Credits was set up as a Round 1 SRB programme in 1995 and developed 70 Community Development Centres throughout Cumbria, which is the second most sparsely populated county in England.</p> <p>There are still 13 centres in Cumbria, who work with Adults who are:</p> <ul style="list-style-type: none"> <li>• Socially disadvantaged through rural locality</li> <li>• Un-employed</li> <li>• Low or no skills</li> <li>• Low self-esteem/ lack confidence</li> <li>• Hesitant learners</li> </ul>

General information about the good practice (GP)	
	<p>Cumbria Credits won a National Training Regeneration award, through the Secretary of State's Office (BURA) in 2001.</p> <p>We facilitate access to training to help develop - confidence, social and communication skills and included achievable recognised qualifications in ICT, Customer Service, Business and Administration, Teaching Assistants, employability skills from entry level to level 3. Community Development Centres have experience working with learners from different background and skill sets. They have delivered courses from beginners to QCF's at level 4. One centre won the National Training Award in 2010 for the North West.</p>

Good practice description	
<b>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</b>	<p>Upperby CDC facilitate the project to help the Syrian refugees who have been housed in Carlisle following their arrival in the UK</p> <p>We are working in partnership with the local government in a programme to help them integrate, by firstly giving them the opportunity to learn English. They are also helped to understand British Values.</p> <p>The programme is designed to help everyone settle into life in a new country, where they will eventually be able to apply for jobs, educate their children and make new friends.</p>
<b>Short description of the problem the good practice aims to tackle</b>	<p>Three days a week the adults come to the centre, to be taught English with a tutor. The children are looked after by a child support team. The tutor is working with the adults so that they can eventually feel comfortable when going into places on their own. The will at the end of the programme sit an English test.</p>
<b>Main objectives of the good practice</b>	<p>To settle the refugees into Carlisle, make them feel comfortable with the people supporting them.</p> <p>Teach them to speak, write and understand English</p> <p>To sit an English exam at the end of the programme</p> <p>To intergrate their children into school life and the local community</p>

<b>Good practice description</b>	
<b>Target groups</b>	Syrian Refugees
<b>Measures to involve the target groups</b>	<p>The refugees come to the centre 3 time a week to work with a tutor to help them understand and speak English.</p> <p>All partner groups involved are helping to integrate the learners into other community groups so they can practice English on a daily basis.</p>
<b>Evidence of success (results achieved)</b>	Two of the leaners have now secured part time jobs, which will help them continue to learn English.
<b>Main problems encountered in implementing and description of the measures taken to overcome them</b>	<p>Getting the refugees to commit to coming to the centre on a regular basis. Not easy for the tutor to get them to do homework outside of the classes.</p> <p>The children have to be looked after if they are not school age.</p>
<b>How could this intervention be improved</b>	Understand the Syrian culture before they attend sessions in future programmes. Set clear ground rules at the first session, so everyone is aware of what is “expected” of them.

Good practice transferability	
<b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b>	<p>This programme can work in any country.</p> <p>It is recommended that you have small groups of learners at any one time.</p> <p>Child care for children who need looking after while parents are attending the course.</p>
<b>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</b>	<p>Learning room</p> <p>Tutors</p> <p>Smartboard</p> <p>Computer</p> <p>Flip chart</p>

#### 4. Young and Old for a Better Life

General information about the good practice (GP)	
<b>GP Title</b>	<b>Young and Old for a Better Life</b>
<b>Country, region and municipality of implementation</b>	Cumbria, UK Nine countries – Grundtvig call 2011
<b>Timeframe of good practice (start date, end date unless ongoing)</b>	October 2011 – July 2013
<b>Level of implementation (local/regional/national/transnational/other)</b>	Local
<b>Webpage or other online info about the good practice</b>	<a href="http://www.creditsuk.co.uk">www.creditsuk.co.uk</a>
<b>Name and contact information about the organisation implementing the good practice</b>	Carol Wilson – Upperby CDC Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
<b>Brief description of the organisation implementing the good practice</b>	Sweden, Spain, Romania, Cyprus, Italy, Turkey, Slovenia, Hungary, Poland, Portugal, Czech Republic The group was made up of institutions with a long and successful experience in working with disadvantaged groups of all kinds, and some less experienced institutions trying to learn how to deal with such groups – sharing good practice

Good practice description	
<b>Brief explanation of the good practice</b>	Upperby CDC/Cumbria Credits planned to:- Bring together two generations to bridge the gap by addressing the Digital divide between younger and older people to share skills and experiences when using new technologies.

<b>Good practice description</b>	
	<p>Workshops were run with 2 groups of 6 young people and 6 adults at a time using technologies such as computers, mobile phones, digital cameras, kindles, ipad, remote controls and other handheld devices etc. This gave the Adults confidence and understanding using technology, helping to maintain their independence throughout their lives and realise technology can be helpful and not destructive.</p> <p>It helped to give the young people the skills to teach others how to use the equipment, not just to use it for them. They understud adults are not “unintelligent” they just have not been given the skills required. They learnt mutual respect for each other’s abilities and be able to combine their different skills and knowledge. Verbal communication were a major part in addressing the problem between both ages as the younger generation seem to have a problem talking to adults</p> <p>The activities were filmed, constituting valuable resources to be shared within the partnership, and with local authorities, educational experts, media, etc.</p> <p>A final brochure contained 22 examples of good practice from all partners that were uploaded on the website of the project. The film of the activities is available in DVD format from the partner country.</p> <p>This European project involved over 1300 people in activities and over 180 in mobilities. The first meeting took place in Baia Mare, Romania 2-6 November 2011 where 10 out of the 11 countries met. The 10 partners took part in a conference with officials from the town of Baia Mare, including the Mayor and local council officials. Each country introduced themselves through presentations and then an informal discussion took place.</p> <p>One event was to take part in a “Bridging the gap” debate at a local language college. A visit took place to the library, which is now the hub of the local community</p> <p>The final day was a culture day where the Romanian team showed all partners the Marmerus county and its history.</p> <p>There were other workshops that took place over the two years in 5 different countries. This project was funded with support from the European Commission.</p>
<p><b>Short description of the problem the good practice aims to tackle</b></p>	<p>To bring together young people and adults, belonging to disadvantaged groups (elderly people, unemployed, jobless, immigrants, disabled, culturally marginalized, ethnic, people with special educational needs, etc - according to the partner originations target groups)</p>

<b>Good practice description</b>	
<b>Main objectives of the good practice</b>	<p>To value their mutual potential and learn how to help each other build their own personal and professional life project with a view to rendering them able to put into force their capabilities and integrate/reintegrate in the society</p> <p>The aims and objectives of the project was the focus of `isolated and lonely` senior individuals. The project d and developed effective communication between elderly people, trainers, disadvantaged people as well as contact between friends and family. The project also promoted education skills in art, culture and basic technology literacy amongst the elderly participants. In addition, the project will focus on educating and building recreational skills to create a means of interest or a hobby to occupy themselves. Partners encouraged self-development amongst these individuals and as a result give these people confidence to be socially active within the community.</p> <p>The project gave participants the opportunity to learn and evaluate different art and cultural teachings, therefore help build a network of friendship by exchanging experiences. Through the exchange experience, participants understand different cultures, increase their knowledge in European living standards with an awareness and benefits of European citizenship.</p>
<b>Target groups</b>	<p>Over 50's adults</p> <p>18 – 30's adults</p> <p>Any person wanting to learn new skills</p> <p>Male</p> <p>Female</p> <p>Socially excluded</p>
<b>Measures to involve the target groups</b>	<p>There were lots of activities that the learners took part inn such as a survey of 50 over 50's and 50 18 – 25 adults.</p> <p>A workshop was organized in the UK to discuss how both sets of groups worked with each other.</p> <p>Both sets of groups also worked together during IT sessions.</p>
<b>Evidence of success (results achieved)</b>	<p>Participants working together, inside and outside of the course time. New skills learnt and developed.</p>

Good practice description	
	<p>Participants from all countries worked together on various projects throughout the programme.</p> <p>All parties shared good practice about how they integrate both generations in their organisations.</p>
<p><b>Main problems encountered in implementing and description of the measures taken to overcome them</b></p>	<p>Getting both generations to accept the views of each other.</p>
<p><b>How could this intervention be improved</b></p>	<p>More staff and resources available.</p>

GP transferability	
<p><b>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</b></p>	<p>Willingness for both age differences to work together. This project worked extremely well in all countries involved in the project.</p>
<p><b>Resources needed (Please specify the amount of funding/financial)</b></p>	<p>ICT equipment and educational staff that are able to motivate and guide groups belonging to diverse age groups with their on particularities.</p>



<b>GP transferability</b>	
<b>resources used and/or the human resources required to set up and to run the practice)</b>	