

# TRANSFER MODEL

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## Introduction

In the following pages you will find useful guidelines about how to plan a project that contributes to equal opportunities in adult education and about how to transfer this knowledge. You will learn the conditions of a transfer and you will get practical information to design and implement your transfer activities.

The transferability of the project is the key to a sustainable and successful project as it will ensure the impact expected. If the model is transferable it will allow to expand the project beyond the original target group having a wider reach and continuing its existence.

That means concretely at the end of the project

- the interested public knows the project, its products and results
- the experts know the project, its products and results
- all the necessary steps have been taken to ensure the continued existence of the project
- all requirements are established that the project or parts of the project can be taken over by institutions
- all requirements are established that the project can be transferred in other regions when needed or perhaps in other languages.

Using the example of the project „Equal Space“, we will show how a transfer can be set up and carried out. In our case, we describe how Equal Space’s methodology can be applied to other areas and how sustainability can be ensured.

The first chapter provides a summary of definitions, methods, results, recommendations and evaluation results of Equal Space.

In the second part we discuss the basics of a transfer and describe what has to be considered during a transfer, which goals are pursued, which effects a transfer has and which procedures are associated with a successful transfer.

The central part of the transfer model is the chapter „Transfer of Equal Space“. Here you find a detailed description of how we proceeded, what to look for, what „lessons learned“ were made in the implementation, and how helpful the evaluation results were. Based on these findings, a transfer can be effectively implemented.

In the last part, we describe how the Equal Space model could be transferred in different regional contexts.

## EQUAL SPACE

### Definitions

In the following, we would like to briefly discuss the definitions we used in Equal Space.

#### **Definition Community**

A community can be defined by many criteria. In a way, it is the nature of what is common to several people: the community of goods, of interests. It can also be defined by its identity, or its way of thinking of several people, which forms a community of views. Therefore, this group of people is united by common interests, habits, opinions or characters, ethnic, linguistic community.

#### **Definition Community Education Facilitators**

The Community Education Facilitator fills different roles as a compass for his community. They can be a facilitator, animator, catalyst, they are the person who connects with the local community, with NGOs, with institutions and with all social stakeholders that may be involved in the lifelong learning processes. They should be integral, mediator, receiver (listen to ideas and the community) and look for solutions together with the community. Moreover: it is important that Community Education Facilitators (CEFs) are not in the function of trainers – it is a change of the roles of the trainers, to a more cooperative style. Finally, CEFs are responsible for supporting individuals from different communities, determined by a sense of identity created by a culture, language, religion or other.

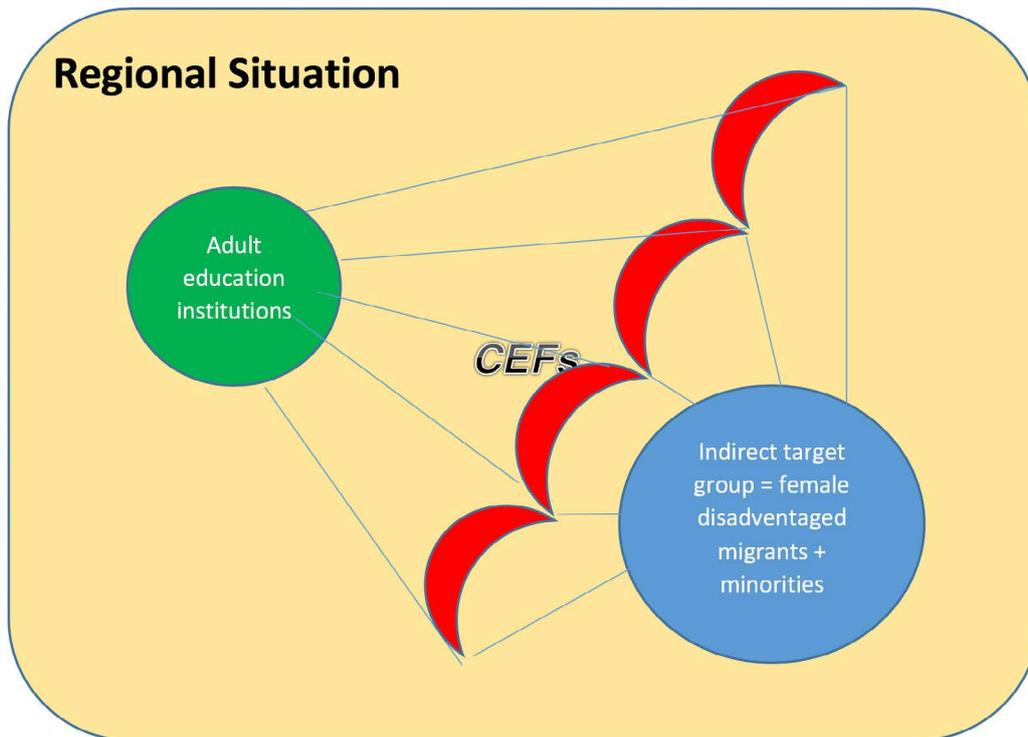
#### **Definition Intersectionality between gender and cultural diversity**

Intersectionality means that different social categories and inequalities (gender, ethnicity, nation, class...) cannot be conceptualized standing alone, in isolation from each other, but must be considered in terms of their “intersections”. Each concept has an effect contributing to the social balance of power both for itself and in interaction with the others.

### Methodology

Equal Space connects research, designing trainings for Community Education Facilitators and practical implementing. Based on the survey and analysis of the current situation on gender and cultural diversity in the partner countries (Austria, Bulgaria, France, Portugal), we developed a curriculum for Community Education Facilitators (CEFs) in the field of intersection of gender and cultural diversity. The curriculum formed the basis for a face to face toolkit and online tools to train CEFs in intersection of gender and cultural diversity. Trained CEFs form the bridge between communities and adult education. Through their training in the intersection of gender and cultural diversity, CEFs can better motivate educationally disadvantaged migrants or minorities to participate in adult education. CEFs were trained in all partner countries. The last step is the present transfer model.

## Results



### Description of the results

All interviewed experts agree that migrants and minorities, especially because of their social situation, face big obstacles to attend adult education. Women attend more adult education, but shorter and less job-related adult education.

In the study we found obstacles at the individual, institutional and structural level. One of the most important obstacles on an individual level is the language barrier or that migrant / minority women do not see the benefit of participating in training. Obstacles on the institutional level are shaped by the lack of intercultural opening of the adult educational institutions as that trainers with migrant or minority background are missing. On the structural level obstacles are for example shaped by the traditional gender roles as the family obligations of women or the financial situation of migrant women and women from minority communities, what makes participating on trainings hard.

The early drop-out of school of Roma girls and women is one of the most important challenges for the professionals working with this community in Bulgaria and Portugal. They have internal and external obstacles: internal from the Roma Community itself, where education is not value, and external from the system, which is not capable to motivate and integrate these women and allow them to abandon their studies.

In order to change this situation, in the opinion of the interviewees much should be modified in adult education: Women, who are approached, should be very well informed by Community Educators and Facilitators about the objectives of the training. The offers should be tailored to the target group needs, because female migrants and minorities vary very much: considering the level of language knowledge, the educational level and the social and family situation. Diversity in the learning group and special groups for women are conducive. Empowerment and improving skills are key aspects of Community Education projects with migrant women. The trainers should work on the problems of discrimination experienced by women in order to integrate them professionally, on self-confidence, on intersectional issues, on secularism through courses. One of the most important aspects is before planning the training to understand the needs of the particular group the Community Education Facilitator will work with and co-construct the program of the trainings with the participation of the target group itself.

Main topics of the trainings should be Human Rights / Women's Rights, the deconstruction of the stereotypes of gender, age, class, race or ethnicity and the need to fight against professional disqualification of migrants and minorities. The training programme should focus on an approach to make them open and connected, without causing them problems with the migrant or minority community.

Training for professionals is also necessary and desirable, and the exchange of knowledge during the courses could be an important illustrative material for the training modules we plan. Training on diversity could be very useful, so that gender-specific sequences can be inserted. Finally, the idea that brings everyone together is that migrant women should be able to participate in the construction of these new programmes, they should be co-authors, we should not invent programmes without them. They should be modelled by their needs. The important roles and tasks of peer multipliers and the limitations of their activity should be clarified at the beginning of CEFs trainings (Community Education Facilitators trainings).

On the base of these study results we designed a curriculum for CEFs to upgrade them in intersection of gender and cultural diversity. The curriculum includes a model of competences, knowledge, a methodology and a proposal for modules of the training of CEFs. Starting from this curriculum we developed a toolkit for face to face trainings and an online training platform. All products you find on [www.equalspace.eu](http://www.equalspace.eu)

## Recommendations

Below you find a summary of recommendations for the training of Community Education Facilitators who work with minority women and female migrants in the four countries.

At the *individual level*, the aim is to meet the needs of migrant or minority women: in language, in the choice of information media and beyond, the benefits of training for women should be made clear. CEFs should be careful to provide a safe space for the participants, not to be far from their place of residence and to provide offer childcare. A personal reception reduces access barriers, offers, in particular, language courses must be adapted to the needs of women, and women with a migrant background should be integrated into courses for women without a migration background.

At the *institutional level*, co-training with migrant women has proven to be a good first step. Of course, the best would be if adult education opens up interculturality - goals, target groups, didactics, training, monitoring and evaluation - are reflected and changed according to intercultural criteria. Co-operation with non-educational institutions, such as health institutions and mediators, is a good strategy to reach the disadvantaged.

At the *political level*, community education approaches should be promoted and relevant actors should be made aware of intersection. In addition to structures such as financial resources and qualified personnel, support is needed in the activation phase, especially if the target group is educationally disadvantaged.

## Results of the evaluation

Before starting the Equal Space project a quality and evaluation plan was designed to ensure a successful achievement of the project objectives by efficiently evaluating and monitoring the following key aspects and we would like to share the results with the reader:

### **1. Monitoring Progress of the activities and Project Activities (communication collaboration among partners)**

The partners are generally satisfied with the progress of the project and the involvement of everyone during the 2 years of Equal Space project. The development of the various products has been relatively slower than originally planned, but achieved at a satisfactory pace and following the guidelines defined at the beginning of the project. The administrative part of the project went also well, following the suggestions of the quality evaluation plan and an efficient coordination.

The collaboration between the partners went smoothly with some difficulties during the first period on communication but guided by the risk assessment delivered on the quality and evaluation plan the challenge of communication between the different organizations was quickly overcome to achieve to a very good performance from each of the partners. Face-to-face meetings have been set up to resolve communication problems and harmonize working methods. Rules for cooperation and a number of compromises have been put in place allowing each staff member to develop new management skills and transform the difficulties into a learning opportunity.

## **2. Monitoring Quality of the project outputs and activities (internal and external evaluation)**

**OUTPUT 1:** “Study about the intersection of gender and cultural diversity & recommendations”

The evaluators all believe that the project contains a clear introduction presenting Equal Space, as well as an explanation of the methodologies used. They found the structure very practical: the study starts with definitions of migrants and minorities and continues with an analysis of their situation and access to Life Long Learning (LLP) in target countries, followed by a presentation of their specificities and finally you can find the recommendations. The evaluators rated with the highest score the research results as very clear as well of the language used.

The study results are essential as foundation bricks of the upcoming outputs that relies on this empirical research to construct a bottom up training program, grassed in the roots of the field.

**OUTPUT 2:** “Development of a Curriculum for Community Education Facilitators”

Evaluation shows that the manual is well liked to the previous study and provides a suitable Model of Competencies for Community Education Facilitators. The curriculum has relevant content to be applied in a professional context. The evaluators believe that the curriculum highlights the importance of integrating gender and diversity dimensions into adult education programs. This output contains a good balance between theory, methodology and new propositions. It contains the theoretical background necessary for Community Educators to consult and enrich their experience.

**OUTPUT 3:** “Toolkit Training of Community Education Facilitators”

The activities designed for the toolkit were tested through local trainings, more than 50 participants evaluated the methodology, the activities and the training itself. Results shows an overall satisfaction regarding the content of the training, including the theoretical content (4.4 point of 5), the innovation (4.4 point of 5) of the method, the activities proposed (4.8 point of 5) and the relevance (4.5 point of 5) to their professional practice. Regarding their personal experience, the participants were able to express themselves fully during the training.

ning (4.8 point of 5) and to actively participate (4.5 point of 5), to learn more about intersection and gender (4.6 point of 5) and to improve on the approach to the community work (4.9 point of 5). The training was overall highly rated and the most common appreciations were: “creative, rewarding, dynamic and fun.”

**OUTPUT 4:** “Portal of online training for Community Education Facilitators”

The evaluation results show that the online course is user-friendly and that the presentation of the online course is attractive to the learner. The online course highlights the importance of integrating Gender and Diversity dimensions into Community Education practices and they think that it is an excellent curriculum. The video format makes the course accessible and appealing to all kind of learners.

The overall evaluation of the project shows in a qualitative and quantitative way excellent outputs that achieved the goals set at the beginning of the project and exceeded our expectations in terms of the indicators we have set; effectiveness, efficiency, relevance / pertinence, impact, novelty, interest, potential for participants’ personal or professional development and the adaptability to a professional context.

Equal Space Project reach its objectives by:

- Increasing the knowledge about intersection (gender, cultural diversity) in the partner countries (Austria, Bulgaria, France, Portugal) and on EU level
- Enforcing gender and diversity equality, participation, democratization and social inclusion in adult education through a community education approach (train the Community Education Facilitators / CEFs) in the field of intersection of gender and cultural diversity,
- Supporting the integration and social inclusion of migrants and minorities in lifelong learning by training CEFs in the field of intersection
- Enhancing the quality and relevance of learning offer in adult and lifelong education, using digital tools and resources.
- Promoting the importance of cross-sectorial and cross-country cooperation for the development of a curricula, training material and online tools for training CEFs in the field of intersection
- Developing research based recommendation for regional, national and EU level
- Developing this transfer model for Equal Space for other fields of education, to promote the access and motivation for education of different target groups

## Transfer – meaningful and useful

By **transfer**, we understand all activities that promote, disseminate and anchor the project, its products and results.

**Public relations** is part of the transfer, and more of a shorter-term effect: it publicizes the project in the media and highlights events or products.

By the term **sustainability** is meant that the effects of the project beyond its conclusion are guaranteed and that it succeeds to ensure the continuation of project offers organisationally and financially.

The transfer is an essential part of your project. This guarantees the effectiveness and sustainability of your work right from the start:

- The public knows your project and its results. This increases the likelihood that further similar projects can be planned and realized.
- You can reach different new target groups interested in the topic.
- Interested persons and organizations take over your project - or parts of it.
- The project work brings you new and useful contacts, it expands your professional network.
- They acquire expertise and professionalism. That benefits you're your organisation and personal career. A successful project often attracts requests for expertise and know-how.
- You reap recognition and useful criticism for your work.

### Basics of the transfer

In order to ensure the successful transfer of your project, you must first lay the foundations for it.

This includes:

#### Transfer as part of the project planning

Plan the transfer in time:

- Make sure that the transfer is already addressed and taken into account during the project planning phase. This means, to plan the project in such a way that its results and products can be transferred to other institutions, organizations or language regions.
- Make sure that the expertise required for the planned transfer activities exists in the project team and / or that you are considering how to obtain this know-how externally.

#### The networking

The success of your transfer activities depends on the widest possible networking:

Establish contacts with all relevant individuals and networks for the project and maintain them regularly. Allow enough time for this.

- Make a list of the names of individuals, institutions, organizations and companies that can contribute to the success of the project. Complete this list continuously.
- Make a list of the names of the individuals, institutions, organizations and companies who might be interested in the results and products of the project and complete this list as the project progresses.
- Contact, networking and collaboration with interested organizations, institutions and companies
- Lobbying for the project and its goals in the immediate vicinity (own organization, target groups, experts)
- Lobbying for the project and its goals in the interested public
- Provide targeted information (e.g. interim report, newsletter, flyers, etc.)

### **Project documentation**

If you want your project to be known, you need informational materials that you can hand out to interested people:

- Prepare informational materials targeted to your target audience (e.g., project presentation, prospectus, Internet site, social media page).
- Even after completion of the project, interested persons will wish to receive information about the project. Make sure that information material can be submitted after the project has been completed.

### **The evaluation of the project**

The quantitative and qualitative data collected for the evaluation can show the success of your project, the good results, but also the weaknesses and mistakes. Other people and organizations that want to take on your project can learn from your experience.

## **Procedure of a successful transfer – a guideline**

### **A. Basics**

Create the basics of the transfer.

### **B. Aims**

To develop successful, effective and efficient transfer activities, define your goals in advance:

- Specify the rough goals of the transfer for your project.
- Make sure that you formulate your transfer goals realistically and align them with the individual target groups.
- Try to formulate the goals so that the achievement of the goals is measurable / assessable.

### **C. Target Groups**

Define the individuals and target groups who could be interested in your project.

Begin in the core area of your project and then expand the circle of target groups:

- Which groups of people, organizations and companies belong to the internal target groups (sponsorship, beneficiaries of the project, employees of the organization, other departments, etc.)?
- Which groups of people, organizations and companies belong to the external target groups (professional circles, related companies and organizations, sectors, associations, educational institutions, public authorities, etc.)?

#### **D. Activities**

Determine the transfer activities:

- Make a selection of transfer activities based on your project goals and the previously defined target groups.
- Clarify what you want to tell to whom. As a rule, every target group has a specific interest in the topic and should therefore be addressed according to the target group. This applies both to the content and to the form and language of communication. So you will certainly inform the members of your organization differently about the contents of the project than a group of community parliamentarians or journalists.

#### **E. Organization, Team**

Transfer responsibility for the transfer activities of one or more persons of the project team:

- Who bears the main responsibility?
- Who handles which transfer work?
- Who would you like to involve outside of the project team to carry out the transfer activities?
- Do you have the necessary know-how internally or do you need external specialists to plan and implement the transfer activities?
- Where can the project information be obtained after the project has been completed?

#### **F. Timetable**

For your transfer concept you need a detailed timetable. Do not start with the transfer activities in the last phase of your project. They are spread over the whole project time:

- When are the transfer activities planned?
- Have you considered important dates of the year, anniversaries and events, which have a positive effect on your project?
- Which transfer activities do you plan after the official project end (so called follow ups)?

#### **G. Media, resources, budget**

All activities costs time, work and money. To successfully implement your transfer concept, you need to know which and how many people and resources you need. A detailed budget is the indispensable base to search after the needed resources:

- What costs each activity, which is planned? How high are the costs of the infrastructure, the material, the products? Which means do you need for advertising, distribution and post?

- Who will do the activities? How many hours to which price will be needed?
- Get information from extern experts about their approaches and costs. Try to get needed tenders (printing costs, extern experts, event room rents etc.).
- Proof if the planed budget match with the activities.

#### **H. Partners**

List all persons and organizations, with whom you plan to work together and whom you want to contact for help:

- Are there organizations, who have the same or compatible aims, with whom you would like to work together?
- Who will you contact for professional or financial help? Who is the door keeper?

#### **I. Sustainability**

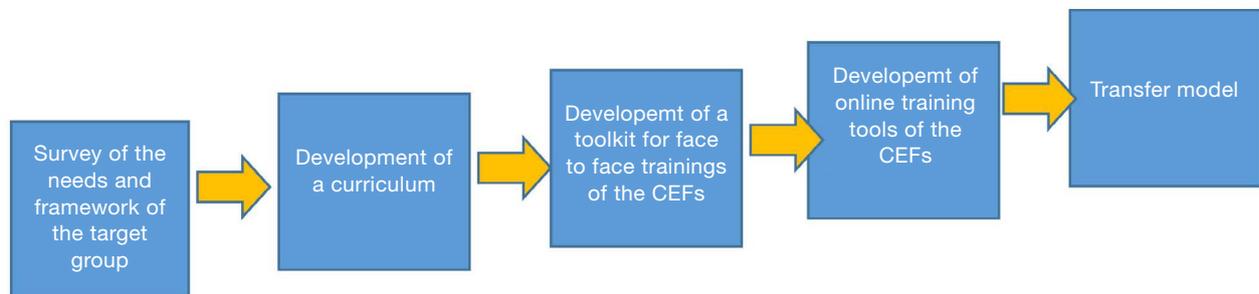
One of the most important aims of a transfer is to secure the sustainability. Think about the time after the project:

- What can you do now, to establish you project for a long time?
- How can you transfer the project or parts of the project in other contexts (other organizations, fields or regions)?
- Do you have a follow up project?

## Transfer-model of Equal Space

In the following part we want to show you in detail how we proceed in Equal Space, which activities are important and which lessons we learned. In this way you get an insight how Equal Space can be transferred to other target groups, fields of education or other regional conditions.

The following graphic shows you an overview about our activities.



### Base

#### Dimensions of success

We wanted to share with the reader how to include in a very early stage of the project some indicators that can help them guaranty a good implementation and development of any project. Remember that in the life time of a project both the process and the outcomes need to be followed up and monitored to help you keep on track.

To ensure a good quality product for the Equal Space project we designed an evaluation plan for a successful achievement of the project objectives by efficiently evaluating and monitoring the following aspects:

1. Monitoring progress of the activities and communication among partners or people involved (risk detention, prevention and mitigating actions)
2. Monitoring quality of the project outputs and activities (internal and external evaluation)
3. Monitoring project activities (performance and collaboration of the consortium)

The evaluation, monitoring and quality assurance of EQUAL SPACE project, but transferable to other projects or an adaptation of this one, aimed to:

- Provide continuous feedback on the work process to make any adjustments necessary to ensure the smooth progress of the project.

During the lifetime of Equal Space project, we learned how important is to be active and reactive towards the work of all parts involved on the project. A good and flow communi-

cation ensures that deadlines and contents are yield. Feedbacks and crosschecks also have a positive impact on the main actors of the project as it helps gaining confidence and valorizing their work.

- Monitor the work process to ensure the quality of the project outputs.

To ensure the good quality of the outcomes of a project and also to measure to which extend they had reached their goals it is essential to conduct evaluations surveys to be filled in by the people involved on the project and also by external users of the output. The result of these evaluations combined should be a good reflect of the status of the production.

- Identify risks and discrepancies between expected results and expected activities and their actual achievement, in order to devise timely strategies to mitigate negative effects on the work plan and outcomes.

For the managing parts it is crucial to try to anticipate any possible risks for the project implementation and work together on possible solutions. This exercise will help the team-building and will stimulate the creative side of each of the partners working together on the risk identification and on creative solutions.

A good evaluation and quality insurance plan are a good and solid base to start a project or for it implementation. Many of the following steps of the project relay on this plan and this is why we consider evaluation as a key factor for the success of the project. Insight you can identify insight which are the dimensions or indicators of success that best suits your aims.<sup>1</sup>

### **Financing**

Often, good projects fail in funding. For this reason, it is particularly important to think about possible financing from the beginning.

A common problem: The idea for a development-related educational project has been born, the first implementation has been successful, but further implementation is difficult or even impossible due to a lack of financial resources.

It is striking that the finance section is often listed last. This seems paradoxical, especially in the light of the background, as the fact that the lack of financial resources for the educational offers in the quality discourse is often criticized by skilled workers.

Nevertheless the content-related and technical dimensions are rightly placed before the structural and thus also the financial dimensions. In principle, the providers and institutions impose a high quality standard on their offers, which is part and prerequisite of their work.

1 To see an example please consult Equal Space evaluation plan annexed.

This quality standard is based above all on the specific educational effects. Competence development in the field of gender and cultural diversity can only be achieved in the context of high-quality offers.

Therefore, the education offers must be planned and realized on the basis of certain principles so that they can fully realize their potential.

The great challenge of training Community Education Facilitators is to maximize the described potential within the community. And not infrequently, projects threaten to fail with this very claim to the condition of being „finances“.

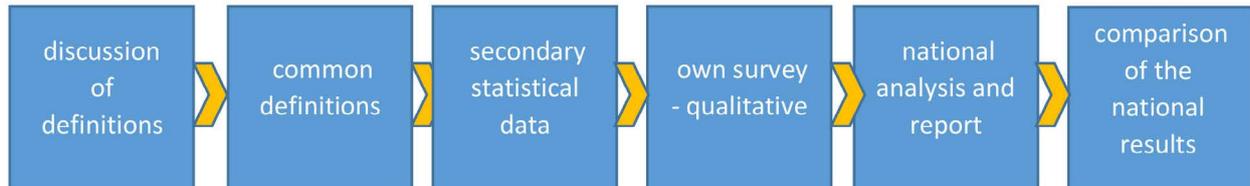
The insufficiently clarified funding issue becomes a failure condition. Especially since the field of „promotion and financing“ develops almost like other (apart from the legal and organizational framework) as far as possible outside the influence of local experts.

For the implementation of projects existential conditions such as support programs are controlled by state and local politics, and sometimes by federal politics. It is true that the cooperation partners on site have a wide variety of options, for example through sponsorship search, to open up financing sources for community projects. However, it is above all the political framework conditions of the federal state and municipalities that provide the necessary infrastructure for educational cooperation and thus (should) ensure structural quality.

Within this framework European Union's Erasmus+ financial support is a great way to develop, test and implement innovative ideas. The European Union's Erasmus+ programme is a funding scheme to support activities in the fields of education, training, youth and sport. Erasmus+ also supports teaching, research, networking and policy debate on EU topics. Erasmus+ includes a strong international dimension, organizations from different countries are working together. This transnational cooperation also has great added value at the regional level. To accent on creating local, regional and national partnerships with stakeholders is a good possibility to have a better chance financing the project. Another good advice or clue could be to prepare well your budget so you are ready to present and defend it with potential financiers.

## Activities

### Analysing the actual situation – the study



The analysis of the actual situation is a term from the project management. It represents the phase of a procedure model, which serves the objective determination of a current problem („actual condition“) - if possible, without estimation, weighting or distortion.

To achieve this goal, Equal Space has chosen social science methods to address the needs and requirements of the target group and the regional context.

In the first step we discussed regionally different definitions and situations of migrants in order to secure a common starting point for our transnational project. We noticed that in Bulgaria the situation of migrants differs from that in the other three countries. While in Austria, France and Portugal migrants mostly find disadvantaged situations in education, in the labour market and in other social areas, it turned out that in Bulgaria migrants in the mentioned areas of life are rather integrated.

For this reason, we extended our indirect target group to minorities. In this case we are talking about Roma, who are discriminated, especially in Bulgaria, but also in the other countries. In addition, during the course of the analysis of the actual situation, we found that in Bulgaria, France and Portugal it is not lawful to ask for the ethnic or immigration status of persons, as this constitutes discrimination. This had consequences for the further course of the procedure - many of the secondary statistical data from these countries could only be based on estimates.

In the next step, we tried to analyse the framework conditions of cultural diversity and gender in the four countries. On the basis of a detailed plan, we collected secondary statistical data on migrants and minorities in the four countries. These ranged from the quantitative share of migrants and minorities in the population, their level of education, their average age, their social and financial situation and their educational background. At the same time, we briefly described the historical evolution of migration and minorities and the education system in each country to make the different regional conditions transparent.

In the following, we developed survey methods for our own survey, which should give us more information about our topic. In our case, it was a guideline to qualitative interviews with

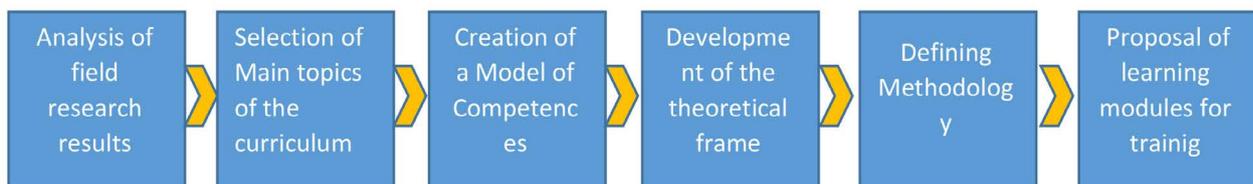
trainers, counselling centres and experts from other contexts working with female migrants or female members of minorities.

The aim was to get more information on whether intersection is an issue in adult education, whether the interviewees have experience with gender and diversity training, and whether there is a need for community education facilitators to get additional training in the intersection of gender and cultural diversity, in order to better reach educationally disadvantaged migrants and minorities with their offers. We carried out 20 qualitative interviews in each of the four countries, analysed them by content analysis and wrote a national report that included both quantitative and qualitative data. This created a regional basis for further developments. In the final step, the regional results were compared and recorded in a final report.

**Lessons learned:**

- Plan sufficient time and resources for the analysis of the actual situation.
- In the case of transnational projects, the different pictures, ideas and definitions must be discussed in detail in advance so that the same is examined.
- Agree on common definitions in the working team, try to find a common denominator, sometimes it is necessary to modify the target group slightly.
- Do not let your ideas guide you, as they are sometimes distorted and out of touch with reality.
- Use social science methods for analysis of the actual situation, as these ensure a certain objectivity.
- Make sure your team has socio-scientific expertise or buy external consulting for the survey and analysis.
- It is important to follow the regional differences in each step of the project.

**Construction of the Curriculum**



The Equal Space partnership decided to create a Curriculum following the first outcome: The Study. This guide contains all of the necessary theoretical background to understand the foundations of the project and the outcoming products (face to face training, E-learning).

Within the Equal Space project, we wanted to create new learning materials to help Community Education Facilitators to be trained from an intersectional perspective between gender and diversity to better foster social integration through the access of adult education of migrants and minorities to the host societies.

In order to develop these training materials, the most important thing was to stay connected to the field and therefore analyse the results of the study. The curriculum is connected with the previous research not only because its intention is to propose answers to the obstacles highlighted there but also because it is going to determine the topics and modules of training for Community Educator Facilitators. The main aims of this product were then:

- To identify the learning paths for community educators about gender from an intersectional perspective.
- To identify a set of learning objectives
- To propose adapted methodological frameworks

Before starting to develop the content it is very important to know your target group, to whom this curriculum is for and who are we going to address: the target group.

- Community educators (or trainees), relevant persons of the communities: The curricula will help them identify the learning paths they need to engage in if they wish to address gender issues from an intersectional / intercultural perspective.
- Professionals and volunteers working with adults, migrants or minorities at risk of exclusion: Will receive resources to the engineering of education programs focusing on gender from an intersectional and intercultural perspective.

### ***The Content***

*Model of competences:* A framework of competences for community educators to address gender and cultural diversity issues. The model is composed of knowledge elements, attitudes and skills necessary to tackle issues with members of their community.

*Theoretical background text:* Here we will dive deeper into the knowledge part of the model of competences to give a better understanding of what is the intersectional approach, what are the cultural differences in the conceptions and approaches to gender. We selected the following topics to address and create the Equal Space Curriculum. Base of Community education / Social construction of gender, cultural diversity and identity / Intersection / Implications and consequences of gender and diversity / Discrimination / Role gender and diversity in lifelong learning / Equal relationships and changing structures.

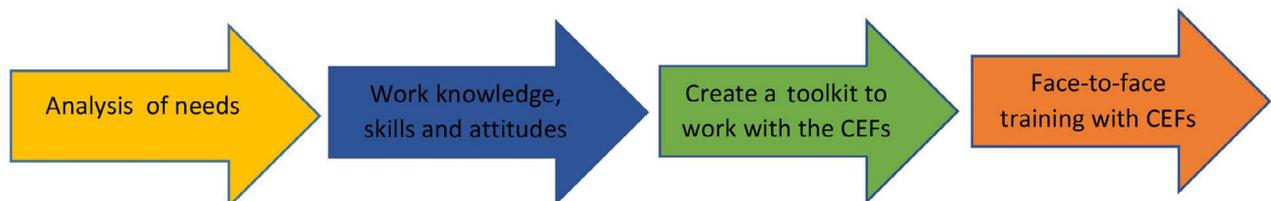
*Methodological guidelines:* To give the foundations for the community educator trainings (e.g. references for intercultural education, base of community education, non-formal pedagogy, critical pedagogy, co-construction, etc.) We decided to work with non-formal pedagogy so we develop guidelines about what this method is for and how to use it.

*Finally a list of modules proposed for IO3 and IO4:* Derived from the framework of competences to estimate an 18 hours training, possibly focusing on 3 hours / module. IO4 is virtual learning platform through online videos.

**Lessons learned:**

- Always develop the content of the curriculum based on a previous field research: this will guarantee that the theoretical background responds to a concrete and identified need.
- When you create new content it is important to also create the framework for it: this is why we recommend to propose a specific model of competences.
- Keep the curriculum accessible by using a friendly user language, make it appealing and easy to approach.
- Finally, we recommend to connect again the theory with the field and propose either a face to face training or concrete activities to reflect on the concepts created on the curriculum.

**Face to Face Training - material and methods**



After knowing the results of the research, the need is raised to train the community education facilitators so that they acquire new competences, and are able to work with the community through a gender perspective and gender intersectionality.

To this end, a training plan was designed, creating a toolkit so that each community facilitator can consult the activities that can be used according to what they want to work and learn, and then be able to transmit this knowledge to the community.

The toolkit is divided into five modules, which are:

1. Community Education: Community as resource in Education.
2. Social Construction of gender, diversity and identity.
3. Equal relationships and changing structures.
4. Intersectionality
5. Role of Lifelong Learning.

Through these five modules a community education facilitator can acquire skills and competencies in different areas, such as by expanding the knowledge of a community, learning that in order to start working in a community it is necessary to make an analysis about life within that community, as how is the community culture, are beliefs and customs.

Belonging to a community is very important in many cultures, so getting into it without prior research can be a negative thing and disrupt all the work that was planned to do.

The community work is also beneficial if we work from a gender perspective, acquiring knowledge in the different gender identities that a person can have, helping to respect and enhancing the social integration of people in a community, either by their gender identity, sexual orientation or gender expression.

The good relationship within the group is fundamental, to create cohesion and improve collaborative work. When a community education facilitator works with different communities in the same area, with different beliefs and customs, it can create a negative atmosphere in which it is not easy to work and be able to achieve the expected objectives of the project. Therefore, it is important that the facilitators are trained to enhance interpersonal relationships, improving communication and interaction within the group.

Within this toolkit, we also work on intersectionality, so that community education facilitators are aware of the great amount of discrimination that a community may suffer, be it for the region in which they live, religion, age, social status, gender, etc..

Finally, in the last module of the toolkit, it is essential to highlight the importance of long life learning, since a community is cyclical, it changes over the years, therefore updating is important, the facilitators must be in constant evolution to be able to work effectively with the group over a long period of time.

Also, it is essential that community education facilitators have clear goals and objectives, avoiding feelings such as frustration and defeat, for not achieving the goals and objectives expected, even if they are not perceptible at the moment, but in long-term important achievements are reached.

***Lessons learned:***

- Research, discover and know the current situation of migrant women in our country and compare it with the rest of the European countries.
- Promote non-formal education to work with the community, seeking the best techniques to develop positive and sustainable work.
- Generate a study-field to create a toolkit adapted to the situation of each community.
- Improve working skills and awareness of diversity and gender differences of many community education facilitators.
- Create a positive and active communication among the project partners, assessing the cultural and methodological differences of each of the countries participating in the project.

## Online training



The idea how to develop the methodology of the self-learning online platform came after analysis of the needs of CEFs for further knowledge on intersectionality identified in the national research reports. The interviews showed that Community Education Facilitators in all countries have no access in national language to much online learning materials on gender and diversity.

We understood that we needed a simple and clear methodology for co-constructing an online self-learning platform, usable by CEFs, working with different target groups and with different professions. The aim was to offer an online tool which is user friendly and can give them knowledge about core topics, related to intersectionality. We used the theoretical background of the Curriculum, produced in the project, but also added some specific topics, suggested by the interviewees as for example interpersonal relationships within minority communities, protection of women human rights, how to work with mixed and only women's groups and how to discuss and approach sensitive questions like violence against women in Roma, refugee and migrant communities.

Thus, we agreed on a structure that is based on the theory of the curriculum but is enriched by practical aspects.

The structure consists of welcoming page, which guides the user through the steps and the aims of the platform and five learning sections <http://equal-space.eu/welcome-to-equal-space/> which can be viewed chronologically or independently one by another. We chose that approach, because the interviews showed us that CEFs are professionals and beginners with different level of expertise and knowledge. It is useless to make them go through the whole content if they do not have an interest or time and for us the most important was to give them choice to enrich their knowledge by choosing material of interest. The structure of the sections is simple and consists of short introduction; 3-4 video lessons and questions and answers which offer possibility for a self-check.

The work on developing the sections was distributed between partners according to their best expertise. We chose the power point tool for producing the video lessons and we agreed to keep the presentations simple, understandable and interactive (we used a lot of animation and effects to make them interesting). We realised that adding a voice over on the videos is a good idea, as the audio content is very valuable, especially for busy CEFs who would prefer

only to listen them. The voice over adds content and is accessible also for people with vision disability. The process of creating the lessons was very intensive learning experience for all partners, which are not professionalists on video production, but were very enthusiastic to research and learn new approaches for presentation of learning content via power point. We had one session on the joint staff training in Lisbon, Portugal, dedicated to various power point technics on video creation and we also tested the messages of the welcome page of the Portal between us. This was necessary, because the intersectional approach is not yet very popular theory in some of the partner countries and we needed a short brainstorming on how we can explain it and attract the interest of the audience.

We finished our first version of the platform in English and uploaded it on a demo website. Staff and volunteers of project met in two session of an online joint staff training. We tested the design, the structure, the functionalities. Partners gave their proposals for improvements and the final version was uploaded on the website of the project.

The final stage of the activity would be after translation of all sections and lessons in national languages, the Platform to be presented it in national virtual classroom meetings, where CEFs from partner countries are invited to take part. The idea of the national virtual classrooms is to make the Platform known to broad audience nationally and make it viral as much as possible.

#### ***Lessons learned:***

- Always consider your project realities in terms of time and human resources. Plan your work well in advance. Creative projects always take more time than expected and need very good cooperation between partners.
- It is better to create your own methodology according to the situation and the needs of your target groups than to rely on learning approaches and methodologies that are widely used and recommended by others for online learning but are not suitable for your project. Choose your own way to be able to go close enough to your audience's interest.
- Trust on the creativity potential of your partners! Giving a chance for participation in creative process of experts from different fields always brings impetus for them to develop new skills and talents. It is also beneficial for your project, because people working on a creative project can easily see their progress and will be even more motivated to participate in co-creation of the product.
- Step into the role of learners, test how users see your products and improve. The more potential users discuss your product, before it is finalised, the most you will have a good and attractive product at the end. You will never satisfy all wishes and taste but listening to the opinions of your potential audience is a must for being right to the point.
- Do not forget that every hard task starts from few small steps. Sometimes non-professionals in video creating might be far more creative than expected. Most important is to keep on searching for your own solutions. In online learning there are a variety of materials, but people see and like the most the trainings that have a soul and a sincere message.

## Regional Context

In the following part we want to show you, how the Equal Space model could be transferred in different regional context.

### Austria

In Austria, relatively many institutions deal with the intersection of gender and cultural diversity. Potentials and challenges of community education and peer multipliers approaches are in the opinion of the interviewed persons low threshold, everyday life orientation, empowerment and the heterogeneity of the participants, professional accompaniment and sustainability.

Continuous project financing is necessary for effective work and planning security. In order for offers to be sustainably anchored, it is important to work closely with existing structures on site. Networking is a labour-intensive task that needs to be done on a long-term basis and resources must be made available. In addition, working with the multiplier approach requires trusting relationships which must be build and need a lot of time, so short-term strategies are not possible. In the ideal case there would be a regular funding with a diversity approach in the context of education policy.

The need for training in intersectionality – especially for short trainings – is very diverse and addresses different potential CEFs, because a three-day training is difficult to integrate into everyday work.

The participants were very different (police, migrant organizations, students), the brace that connects them was that they see a great need for training of people working with adolescents (counseling centers, youth centers, streetworkers etc.) Future projects should be in the youth field, because especially migrant youth have many problems.

The existing identification figures and role models (women, men, girls, boys, teachers, media, ...) often embody gender stereotypes Images of the sexes - especially for young people with a migration background. These forms of representation of „femininity“ and „masculinity“ form those templates that the development of the gender identity of adolescents and their idea of female and male influence female and male role models.

Stereotyped characters perceptions of femininity (sensitive, caring, emotional) and masculinity (courageous, matter-of-fact, rational) and the different appreciation of the sexes in society influence girls and boys in the process of their socialization acquired in a variety of ways and become their own the possibilities in relation to each other. Biological differences between the sexes are often used as an opportunity to educate girls and boys differently and to adapt their behaviour to different expectations.

Young people – especially young women with migrant background – are confronted with contradictions between traditional and modern role expectations and between images of masculinity and femininity and their own experience. These cause uncertainty and excessive demands on the identity development, therefore young people need guidance and orientation.

This target group could be reached via existing structures and networks, police, youth houses, street work and students.

Regional transfer would be effective, but in the first step, it would probably have to be funded through the EU or federal structures. One possibility is to offer small portions of trainings in order to maintain interest and subsequently offer a new project. It is important to provide jobs for migrant women. The involvement of the education co-ordinators in the national advisory boards and trainings has created a close link to the local migrant organizations, which can be used to address adolescents with a migrant background.

## Bulgaria

In Bulgaria the project is very interesting and valuable for two main target groups – the Health and Educational Mediators in Roma Communities and Staff (Trainers and Educators and Social Workers) of NGOs, working with refugees. Both target groups were identified since the beginning of the project. The research interviews confirmed it very clearly as both target groups showed understanding and shared opinions during the interview process that they lack deep knowledge on intersectionality and would be interested in online and in presence trainings on gender and diversity.

We have reached the Roma Health and Educational Mediators via their Network and involved one of their representatives in the advisory board of the project, as well as we invited them in the awareness raising event, organised in Sofia. The most active participation of Roma mediators was on the in-presence trainings for CEFs, organised by CWSP in the towns of Jambol and Sliven. The Educators, Trainers and Social workers working with refugees also were approached by inviting representatives of these organisations in the CWSP's advisory board of the project and by inviting them on the awareness raising event.

The topic of intersectionality and intersectional approach is not very popular in Bulgaria. Few academics are informed about intersectionality in theory, but in practice there is not so much experience and system knowledge developed before the project at national level. The Equal Space project is quite innovative and needs to be replicated in more contexts in Bulgaria, as it looks interesting to variety of professionals – social workers, gender experts, schoolteachers, experts of Funds on Roma Inclusion, national and local administration officers. Training materials can be adapted for different needs. In all cases the process should keep the same structure – identification of the needs, drafting of the materials, based on needs of the target group and testing of products with the target audience.

## France

France is facing a new challenge related on how to better foster integration of migrants, migrant woman or other minorities in the country. All the organisations, professionals and volunteers involved in the process of welcoming and integrating migrants in the society need to be trained on how to propose a better and suitable inclusion plan.

One of the dimensions of the inclusion process that the Equal Space project wanted to address was the access to the Life Long Learning Education: the curricula developed by the partners answers to a concrete need to the social field in France and should be adapted and implemented in a wider way to allow all professional's working in this field to develop new skills and have a better impact of their work.

As in many other countries in Europe, France hosts many communities and have several proposals to help them through the integration process, BUT none of these programs are designed from an intersectional approach neither from a community work perspective. Even if the Equal Space experience was a piloting face the products are now validated, available and ready to be implemented by others and hopefully have a positive impact proposing a concrete methodology to work within the communities and improve the quality in the Adult Trainings.

The intersectional approach between gender and diversity is a new element that brings even more tips to plan and work with communities, particularly on how to attract migrant woman into the training offer they provide. In order to work with communities, we need to acknowledge them, know them better, appreciate and respect they cultural background. Communitarism is one of the most employed strategies of Acculturation for newcomers in France: hosting societies, social organisations and relevant stakeholders need to know better what communities are and what they can bring to the civil society. In France we need to make an effort to recognise these diverse communities instead of fearing them and see them as a threat for National values.

Equal Space project remains a challenging but very promising project with a big potential of further development into a local, regional or national context here in France. The aim of the adaptation to the national context would aim to propose a high quality inclusion plan in order to create a fairer and more equitable society.

The products of Equal Space propose excellent content for the social field (NGO organisations, Social services, Trainers and Facilitators, Volunteers working with migrants) but it could also be used in other settings and useful to the following contexts:

- *IO1 Comparative Report is a great summary of the qualitative research done by partners:*
  - Policy makers could find many useful recommendations to think about new policies that take into account our finding and are more suitable to reach the beneficiaries of

- the product. Not only it would propose a better and adapted inclusion path but also will reach a higher impact on the overall society.
- Teachers and Students could use the content of the report to have an updated data on the situation of migrants and minorities in their countries
  - *IO2 Development of a Curriculum for Community Education Facilitators*
    - This product can be reused by a wide audience. It is designed in a way that any reader can experience a self-learning process about the topics addressed on the project. For any person that is interested on knowing a little bit more about Community Education, Intersection gender and diversity can approach the curriculum. Specially trainers who want to include the intersectional approach to their practice and a reflection on adult learning.
    - The document could also be attractive to academic settings or other educational fields as it is the knowledge developed from the findings in IO1 on the field so really connected to the needs censored during the research.
  - *IO3 Toolkit and Face to Face training*
    - The toolkit is the most adaptive product as the users can choose to use it as the partnership conceived it or to use some of the activities we developed and use others for inspiration and create their own tools. The activities might be used by trainers, facilitators, educators, members of communities, social organisations, volunteering organisations, Youth workers, teachers wanting to address diversity and gender with their pupils etc.
  - *IO4 Online Platform*
    - Is the product developed for visibility and to ensure the sustainability of Equal Space project. The website is available in all national languages facilitating the access for local people and not only international audience. In fact all of the products can be downloaded in all languages. The self-learning lessons on video format is also available in all languages making it accessible to all kind of learners. Videos might also be used as triggers for deeper discussions on the topics addressed on the Equal Space project.

## Portugal

The project reached a great impact in Portugal, and a high percentage of the population residing in Portugal comes from Brazil or from former colonies in Africa, such as Cape Verde, Angola or São Tomé e Príncipe.

Part of this population lives in neighborhoods, considered social neighborhoods that are a little marginalized by the rest of the population. In these neighborhoods, Roma people also live together, and large communities are created, which share the same country of origin, or religion, culture or social status. For this reason, through Equal Space, interviews and an investigation of what day to day life was done in these communities were carried out, that

is why interviews were held with the people who worked with these communities, many of them belonged to these communities. We get a vision of the reality of the broadest and most informative population possible.

With these interviews, we highlight the importance of intervention in these neighborhoods where the Roma and migrant community coexist, highlighting the great work that is done in them through different associations and institutions, which work to achieve social integration and an approach to the social neighborhoods to the outside and vice versa. Also, many associations work to improve the quality of life of women, promoting gender equality and gender intersectionality within communities.

With the contact of these associations working in these communities, we created part of the group that attended the face-to-face training of community education facilitators, others learned about the formation through the association that organized the training, such as REDE.

During the training an interdisciplinary group was created, promoting a very interesting network, for the work with the communities of Santa Cruz and migrants, counting on their vision in the field we could debate and reflect how the work that is done from Equal Space can be beneficial for these communities. Many of the assistants to the formation manifested that they were never able to get to open their mind until certain point, nor to know the reality of the communities from several perspectives.

For this reason, Equal Space has an important role in the social neighborhoods of Portugal, especially in Lisbon, since it was the city where the training took place. Many of the facilitators who work in these neighborhoods feel the need to create a multicultural integration, with different groups in the same community, enriching themselves from different cultures and beliefs, improving the interpersonal relationships between them.

Likewise, they expressed the need to bring the culture of the community out of the social neighborhoods, so that they can have a voice and turn to speak outside the community, so the facilitators want to break the barriers and cross the walls so that these communities win competences and equality, and reach beyond these social neighborhoods.

Finally, the Equal Space project could continue financially, with the project being nominated through a civil society association, which would like to continue with this methodology and objectives, to different economic aids that exist at the national or local level. These economic grants provide support to cover the expenses of the project, ensuring its sustainability in a given time. On the other hand, you can also get economic support through donations to the community or resources, either human or material, to improve the quality of life of these communities living in these social neighborhoods in Portugal.