LET'S Digital

www.lets-digital.eu

TRAINERS' GUIDELINES

Transnational guideline for trainers with methodological and andragogical framework

APRIL 2022

Co-funded by the Erasmus+ Programme of the European Union

TRAINERS' GUIDELINES

Transnational guideline for trainers with methodological and andragogical framework

APRIL 2022

TRAINERS' GUIDELINES

Transnational guideline for trainers with methodological and andragogical framework

Contributors

EUROCIRCLE ASSOCIATION, FRANCE

I BOX CREATE, SOCIEDAD LIMITADA, SPAIN

CENTER FOR KNOWLEDGE MANAGEMENT, NORTH MACEDONIA

ASOCIACIÓN PARA LA PROMOCIÓN Y GESTIÓN DE SERVICIOS SOCIALES GENERALES Y ESPECIALIZADOS (PROGESTIÓN), SPAIN

PROGRAMMA INTEGRA SOCIETA COOPERATIVA SOCIALE, ITALY

FRANCAIS POUR L'INSERTION SOCIALE ET PROFESSIONNELLE EN EUROPE, FRANCE

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INTRODUCTION

The Trainer's Guidelines are designed as an educational resource that will provide guidance for the organisation of efficient training and the provision of services supporting the professional integration of women migrants by teaching them entrepreneurship through digital means. As a result, it is a valuable Guide for partnerships, agencies, service providers, policy makers, and programme design bodies on how to teach migrant women on entrepreneurship and how to promote and accelerate their social and professional integration.

The Guidelines provides methodology and tools for strengthening the skills and abilities of trainees, while also giving them opportunities and information on how they can use their skills to promote access into the labour market. Moreover, it collects and develops concrete approaches and actions for supporting VET educators, who aim at identifying and addressing the needs of women migrants. As a result, the content of the Guide covers 4 very specific topics addressed in 4 chapters, according to the findings of previous research and studies made within the frame of this project. The covered topics are:

1.Interculturality, which reviews and defines the main cultural differences between trainers and migrant women and how those differences affect the training activities and the learning process. Key actions and best practices are included in the theme for further use and application.

2. Gender, which introduces the trainer to the gender aspects and idiosyncrasies of migrant women, as well as the obstacles and challenges they face in accessing new work and entrepreneurial opportunities. It includes adapted key actions and focuses on intervening with migrant women.

3.Entrepreneurship, which covers the main aspects of teaching entrepreneurship adjusted to the needs of the target group with recommendations and key actions that will help the professional/ VET educator to introduce entrepreneurship to migrant women.

4.Distance Learning - which provides an analysis of existing digital tools and how they can be used by trainers and migrant women in their learning and entrepreneurship process, strengthening their digital skills in the process and familiarising them with the opportunities of e-learning.

TABLE OF CONTENTS

Introduction 2
Table of Contents 3
Chapter 1. Interculturality 5
1.1 Introduction 5
1.2 Theoretical Approach 5
1.3 Methodology and Tools for trainers 8
1.4 Tips and Templates 11
Chapter 2. Gender 14
2.1 Introduction 15
2.2 Theoretical Approach 15
2.2.1 Gender 16
2.2.2 Gender equality 17
2.2.3 Gender gap in skills development 18
2.2.4 Female Migration 18
2.2.5 Vulnerability 18
2.2.6 How can a trainer apply this knowledge? 19
2.3 Methodology and Tools for trainers 20
2.4 Tips, and Templates 23
Chapter 3. Entrepreneurship 26
3.1 Introduction 27
3.2 Theoretical approach 27
3.2.1 What is an entrepreneur? What does it take to be an entrepreneur? 27
3.2.2 Entrepreneurship among migrants and refugees: benefits and opportunities 29
3.2.3 Factors influencing migrant entrepreneurship 29
3.2.4 Barriers to migrant entrepreneurship 30
3.3 Methodology: trainers' approach on entrepreneurship training 32
3.3.1 Activities 33
Chapter 4. Distance learning 39
4.1 Introduction 39
4.2 Theoretical Approaches 39
4.2.1 Distance Learning - Scope and Types 39
4.2.2 An Integrated Model of Distance Learning 41
4.3 Methodology and Tools for Trainers in Online Environments 42
4.3.1 Needs and Limitations of Migrant Women 43
4.3.2 Training Design in hybrid or virtual environments 43
4.3.3 Benefits and challenges for training women migrants in hybrid or virtual environments 44
4.3.4 3.4. Training Delivery - Tools for Digital Learning 46
4.4 Tips for professionals - trainers and support organisations of women migrants 48
Chapter 5. Best Practices 51
5.1 Interculturality 51
5.2 Gender 51
5.3 Entrepreneurship 52
5.4 Distance Learning: 52
Chapter 6. References and Support Literature 55
6.1 Interculturality 55
6.2 Gender 55
6.3 Entrepreneurship 56
6.4 Distance Learning: 56

Chapter 1

Interculturality

Chapter 1. INTERCULTURALITY

1.1 INTRODUCTION

In the context of globalisation, our cultural environment is constantly changing and becoming more and more diverse. This new reality is sustained in the Convention on the Protection and Promotion of Diversity of Cultural Expressions of UNESCO, which defines interculturality as "**the presence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions, acquired through dialogue and an attitude of mutual respect**". Therefore, today, cultural diversity is a characteristic of every human society and needs to be appropriately managed to avoid challenges associated with discrimination, xenophobia, stereotypes, etc.

In order to guarantee the success of this interaction amongst diverse cultures and backgrounds, communication is crucial to bring together all the knowledge and assets and make sure understanding is common to all parts.

Intercultural communication essentially means to have effective communication across different cultural boundaries. When people with different cultural backgrounds interact and communicate with each other, intercultural communication is taking place. Thus, intercultural communication can be defined as the **sharing of information, at different levels of awareness, between people from different cultural backgrounds in which individuals influenced by different cultural groups negotiate a shared meaning in interactions.**

So, intercultural communication is the ability to interact effectively and appropriately in intercultural situations, namely with people from different cultural backgrounds. Effective intercultural communication presupposes an awareness that culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted. It also includes a willingness to be adaptable and accept that other cultures may communicate and do things differently.

The process of acquiring intercultural communication competence is based on three phases:

- becoming aware of diversity
- knowledge of other cultures
- development of communication skills

Intercultural communication competences are mastered when a group is aware about the diversity of languages, codes and patterns within it from different cultures and people from different cultural backgrounds are able to interact without stereotypes or prejudices.

1.2 THEORETICAL APPROACH

However, and despite all stated above, knowledge of intercultural communication cannot by itself be considered to be sufficient to solve communication problems that may arise. Common sense supported by empirical evidence shows that communication can divide, or exacerbate differences between people. Some of the research in relation to conflict situations has shown that when people from different cultures interact, the differences that divide them tend to become important.

Moreover, such differences are often exaggerated or distorted to provoke a stereotypical or negative image on both sides.

Reflecting the diverse ways in which individuals, groups and societies express themselves, **cultural diversity is at the heart of current debates on identity and social cohesion**. The processes of globalisation, facilitated by the accelerated development of new information and communication technologies, are often perceived as limiting cultural diversity and making its preservation all the more important.

Indeed, development, as a process of creating a more satisfactory intellectual, emotional, moral and spiritual existence for all, requires the pursuit of harmonious interaction and intercultural dialogue between individuals and groups with plural, varied and dynamic cultural identities as the greatest guarantee of peace and stability.

However, interculturality can only be possible in an environment that protects fundamental freedoms and human rights, which are universal, indivisible, interrelated and interdependent.

Cultural rights include the right to question existing parameters around "culture", and the right **to adopt or abandon particular cultural communities and to continuously create new culture**. People have multiple plural identities and live in societies that are also plural. Promoting cultural diversity therefore means the preservation of a living process, a renewable treasure, for the benefit of present and future generations, guaranteeing human rights for all, in a process of continuous adaptation that promotes the capacity for expression, creation and innovation.

Human rights, cultural diversity and interculturality are interlinked. Full respect for human rights creates an environment that enhances and guarantees cultural diversity where a successful coexistence is promoted by an effective intercultural communication. **Cultural diversity can only be protected and promoted if human rights and fundamental freedoms are guaranteed**, such as freedom of expression, information and communication, freedom from discrimination of any kind, the ability of individuals to choose their cultural expressions, and the right to participate or not in the cultural life of particular communities.

Understanding the value and application of the basic human rights in this context, implies existence of **six areas of competencies and attitudes**, which are:

- Civic education
- Peace education
- Education for democratic citizenship
- Intercultural education
- Global education
- Education for social capital

Each of them is described in detail by the Council of Europe in Figure 1.

Figure 1 Learning to Live Together Chart described on the Magazine Pestalozzi Series, No. 2 edited by Council of Europe

According to the magazine named "Intercultural competences for all" published by the Council of Europe, the approach of "learning to live together" argues for the benefits of:

- spaces of learning and mutual benefit;
- common and new cultures;
- mixed identities composed by more than one culture;
- new collective identities;
- elimination of cultural barriers and its limits, amongst other aspects;

Interculturality is seen as a theoretical and practical conception of a universal nature that addresses the cultural diversity of all societies based on the principles of equality, interaction and social transformation. It implies an ethical and ideological option of a personal nature, a way of understanding and living social relationships accompanied with education. According to this concept, we can identify five aspects that separate it from other conceptual approaches:

- Acknowledgement of diversity (theoretical option).
- Defense of equality (ideological option).
- Promotion of interaction (ethical option).
- Dynamics of social transformation (socio-political option).
- Promotion of educational processes for cultural interaction in conditions of equity (educational option).

Social psychologists also identify a number of competencies and attitudes required for negotiating one's identity in society that can be extended to intercultural learning. They are empathy, role distance and decentring, tolerance of ambiguity, self-awareness and representation of identity, emotional openness, multiperspectivity and language competencies. Each of them is explained more in the proceeding text.

Empathy

It implies being able to put yourself in someone else's shoes, taking into account their context and culture and being aware of other dogmas. It helps understand differences with others as something that unites us and not as a threat that separates us.

Role distance and decentring

Distance helps not to fall into ethnocentrism that would blur our vision and would not allow us to perceive different codes and realities that are just as valid as our own. The approach offers an outside view to understand a diversity of realities and avoid stereotypes and prejudices.

Tolerance of ambiguity

Trusting others entails a certain degree of uncertainty as we can never be certain that it will be mutual. Therefore, individual attitudes toward uncertainty may be useful to predict prosocial and collaborative decisions.

Self- awareness and representation of identity

It involves one's awareness of their own culture and identity. It suggests reflecting on the principles and values that rule their life. It is an exercise in defining their identity and how they relate to the world.

Emotional openness

This is the ability to be open and aware of parallel emotional processes that other people may be experiencing. It reinforces the principles of inclusion, trust and respect.

Multiperspectivity

Refers to learning from different approaches and with different lenses. It is important to be able to deal with diverse and pluralistic environments and opinions.

Language competence

Language clearly plays a prominent role in the concept of intercultural education. Here we first refer to the language of the learners' own cultural background (their "mother tongue") which contributes to shaping their identity.

It helps to build up mutual understanding and acceptance of cultural and linguistic diversity in a multilingual and multicultural society. There is no doubt that language competence is crucial for the success of intercultural education.

1.3 METHODOLOGY AND TOOLS FOR TRAINERS

How to measure intercultural communication learning?

Intercultural learning indicators play an important role in development and improvement of intercultural learning. Despite the abundance of materials, **it is difficult to locate a document that incorporates all the necessary aspects to evaluate intercultural education** and contribute to its

improvement. Furthermore, many aspects of intercultural learning are difficult to quantify and cannot be evaluated quantitatively (such as levels of empathy or tolerance of ambiguity).

As a result, a transparent set of indicators defining various methods of judging achievement is urgently needed. We propose to divide the indicators into two groups: personal and institutional.

To ensure that the study of the indicators is not merely a formality and that the evaluation results are meaningful, the following steps should be taken when answering the questions:

- providing detailed and well-thought-out responses, including information about the extent to which the indicators are met, why they are not met, what we can do to meet them, and so on;
- Avoiding "yes" or "no" responses because they do not indicate the cause of the current situation;
- thinking about how to use the results of the indicator analysis to transform the teaching of intercultural education and then attempting to meet the goals set;
- studying the indicators multiple times.

The success indicators in intercultural education can be applied in four different ways (both personally and institutionally):

- as an evaluation tool – providing information about the level of development of intercultural education, its weakest and strongest points; and
- as a source of reflection – encouraging people to reconsider their values, behaviours, and educational programs, goals, and achievements; as a source of motivation – implying that some areas have deficiencies and that various improvement strategies should be devised; as a set of guidelines – assisting in the development of successful intercultural education programs (carrying out smaller tasks and avoiding mistakes at the same time).

Table 1

Intercultural management	**Indicators** (As mentioned by Council of Europe in the Pestalozzi Series, No. 2)
Personal assets and values	• Am I aware of my own world view? • Do I reappraise my values and emphasise my capabilities? • Am I open to discovering new aspects of my identity? • Do I take responsibility for myself and my own actions? • Do I think creatively and critically? • Do I put less emphasis on material than nonmaterial things?
Relationship with the others	• Am I sensitive to others? • Do I have long-lasting relationships with people from other cultures? • Am I able to adapt to changing social circumstances? • Do I respect and value human diversity? • Do I enjoy myself in the company of others?
Intercultural knowledge and empathy	• Am I aware and appreciative of my own cultural background and do I know its cultural limits? • Am I respectful and tolerant of cultural differences? • Do I learn about other cultures and am I able to recognise links that may exist between them? • Am I able to identify subtle aspects of my own culture?

- Am I aware of norms, customs, religions, works of art, daily routines and formal procedures in different cultures?
- Do I gather information about my roots and try to overcome any narrow local or national viewpoints at the same time?
- Am I able to communicate with others using their ways of expression?
- Do I enhance intercultural communication?
- Am I ready to open emotionally and intellectually to the foreign and unknown?
- Do I try to overcome intercultural anxiety?
- Do I feel comfortable in different cultural environments?
- Do I strive to broaden my own horizons?
- Am I able to see the world from different perspectives?
- Do I know how to negotiate intercultural encounters (for example, using self-representation, co-operation, dealing with misunderstandings and misinterpretations as well as with conflicts)?
- Do I focus on the co-development of knowledge and on collective problem solving?
- Do I develop deliberative reasoning?
- Do I work on common projects?
- Am I able to venture into the world of others, to try to adopt their position and understand it "from within"?
- Do I try to understand "others" in their own socio-cultural contexts and realise that what may look "strange" to me may be "normal" for them?
- Can I recognise and identify emotional signs?
- Can I identify different ways of communicating (in different languages or using one language in different ways)?
- Am I willing and able to co-operate with others in order to change things for the better?
- Do I develop my tolerance of ambiguity?
- Do I develop my emotional openness?
- Do I develop my multiperspectivity?
- Do I develop my centring and decentring?
- Do I develop my language competence?
- Am I able to refrain from automatic interpretations, assumptions and judgements?
- Am I able to step out of my own frame of reference?
- Am I ready to explain things which are obvious to me?
- Am I ready to listen and ask questions?
- Am I able to apply critical thinking skills?
- Do I exchange and discuss value judgements?
- Do I look for solutions, instead of focusing on problems?
- Can I develop strategies for solving and negotiating conflicts?
- Am I able to learn from controversies and conflicts?
- Do I promote the settling of conflicts through non-violent methods?
- Do I have multiple identities (do I develop my own identity by basing it on more than one culture)?

1.4 TIPS AND TEMPLATES

The section contains a selection of exercises aimed at improving intercultural competences in adults. Trainers will need to adapt each exercise to the reality at hand. We are aware that it is not always possible for the exercises and dynamics to be carried out as group activities. Therefore, each activity is accompanied by some tips and ideas that can guide the trainer in adapting the exercises to the context of the training and the needs of the trainees.

Table 2 Exercise 1

Exercise 1	**Story of my name**
Time frame	1-5min per person
Activity description	Trainer invites participant/s to tell the story of their name. It can be the meaning of the name or the reason why her/his/their parents chose it or whatever story he/she/they would like to share about her/his/their name
Intercultural learning outcomes	▶ Deepening in knowing the other person ▶ Gaining empathy and to build confidence relationship ▶ Sharing experiences and discovering commonalities. ▶ People feel the importance names usually have for their owners.
Tips, hints for different versions	If a person doesn't feel comfortable in telling a story about her/his/their name, the trainer can ask others (if there are any) or suggest other exercises. Some foreign names sometimes are hard to pronounce for local people. Trainer can work on how important it is just to try to pronounce a foreign name.

Table 3 Exercise 2

Exercise 2	**May I sit here?**
Time frame	30min
Activity description	Participants are given a list of characters which might challenge their stereotypes and personal prejudices about other people and minorities (this list can be provided in the local language or in the participant's own language). The trainer gives the following instructions: "You will have a whole-night trip in a special train where you can choose your co-travelers. Which of the following passengers would you prefer to share your compartment with? With which one of the following passengers you would not like to travel for any reason? Participants share their choices of 3 best companions and 3 worst companions and discuss the reasons which lead to their decisions. In groups, participants must come to a consensus on a common list of the 3 favourite companions and 3 worst companions and present it to the rest.
Intercultural learning outcomes	▶ identifying and understanding stereotypes and personal prejudices ▶ reflecting on stereotypes concerning ethnicity, nationality, gender, age, language, etc. ▶ achieving group cohesion through collective decision making
Tips, hints for different versions	In this exercise the evaluation is the most important phase. The following questions can help trainers guide the discussion: ▶ Was it a difficult exercise for you? ▶ Did it make you feel uncomfortable? Why? ▶ Was your choice easy to make? ▶ Was it easy to find an agreement during the group work? ▶ What lesson can be learnt from the group's agreement or disagreement?

Table 4 Exercise 3

Exercise 3	**The Alien**
Time frame	20 to 30 minutes
Activity description	In a space where chairs are spread, participants sit on the chairs and one chair is empty. The Alien stands in front of the group. The trainer writes instructions: a) the aim of the Alien is to get a seat b) chairs cannot be moved and no physical contact can be made amongst ones sitted. The Alien walks slowly towards the group and tries to sit on the empty chair. Automatically, the group will first discuss what strategy they want to choose to avoid the Alien to get a chair. After several trials, where mostly the Alien will make it to have a seat, the exercise ends. The trainer asks the group: ▶ What were the strategies that groups used? ▶ The trainer reminds the group of the instructions given at the beginning of the exercise and raises this question: "Why did the group decide to design a strategy to avoid the Alien having a seat while the only instruction given was that the Alien wants to have a seat?" ▶ This question reveals the exclusion mechanism in groups and prejudices towards the "other".
Intercultural learning outcomes	▶ facilitating group discussion and reflection about discrimination, exclusion, privileges and power relations (minorities vs majorities).
Tips, hints for different versions	This exercise may confront participants with their own beliefs and values. It allows true self-reflections about their own identity and culture.

Chapter 2

GENDER

Chapter 2. GENDER

2.1 INTRODUCTION

The United Nation 2030 Agenda for Sustainable Development pledges to leave no one behind. The International community is therefore committing to achieve the Sustainable Development Goal (SDG) of 'ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all'. Additionally, this goal wants to eliminate gender disparity in education which is tightly linked with the SDG that aims at 'achieving gender equality and empowering all women and girls'.

Within this framework, we want the Let's Digital project to put a special focus on female migrants in Europe. Our goal is to provide them with the necessary skills to conduct a decent and happy life in the host countries by acquiring soft and hard skills necessary in the current society and labour market. To do so, we want trainers to be equipped with understanding and awareness of the female migrant condition in Europe.

The Trainers' Guidelines are important and useful in raising awareness, serving as a programming tool and prompting the development of other tools providing guidance for VET educators working online with migrant women.

They will facilitate the acquisition of new technological skills to promote the employability of one very vulnerable collective that was extremely affected by the COVID-19 crisis. Many migrant women lost their access to an income due to lockdown measures as they were suddenly unable to show up for work. The difficulty to translate their low-skilled jobs to the digital world or to upskill digitally to find alternatives has been a strong barrier to their adaptation in the COVID-19 context, leaving them even more vulnerable.

Specific online training that takes into consideration the digital breach they suffer not only as women, or migrant but precisely as migrant women may be an answer to offer new opportunities to generate income for themselves and support their autonomy and their families as well as the sustainability of their communities.

Subsequently, specific online training will stimulate migrant women's personal leadership both in their professional lives and within their community, creating a ripple effect on the other women surrounding them, increasing awareness of the new possibilities the digital world offers for learning, training and developing their lives successfully.

The objective here is to propose an inclusive model that embraces diversity and builds upon it including the various aspects and strengths that these women have developed during their lives, throughout the migration process and particularly by overcoming gender barriers.

The Guidelines will provide Trainers with the gender (and migration) lenses to review their practice and design more accurate and effective distance training for this audience.

2.2 THEORETICAL APPROACH

Vocational education and training (VET) are among the top political priorities of the EU especially when targeting marginalised groups and helping them access the labour market. However, there

are still very few studies that address the issues of how to include migrant women into adult vocational learning. While there is extensive literature regarding female and migrant inclusion as separate groups, there is a lack of attention towards migrant women.

When looking at the enrolment rates and the level of female participation in VET, it becomes evident that women and girls can face **barriers due to community or family beliefs**. And when training opportunities are only available in 'feminine' and traditionally accepted areas, it may not necessarily lead to profitable work.

Gender and vocational education from one side, and training studies from another, demonstrate that the job market and the occupational spheres are highly segregated. This segregation has its roots in norms and cultural standards that are reflected in the way vocational education is provided to young women and men.

Notwithstanding the numerous legislative advancements of the past decades aimed at including women in all spheres of society and workplace, segregation remains, especially in certain professions. Attitudes and traditional expectations are hard to change. This is reflected also in the composition of participants in vocational education and training.

When looking at women participation in vocational training, it is evident that stereotyping still influences the options, subjects, training, and employment choice of students.

When a trainer approaches a new subject or class, s/he'll expect to find a higher or lesser share of female or male participants just because of his/her cultural bias. And when a female trainee enters a male-dominated class, she might feel demotivated or in a difficult position if her needs are not considered.

As many best practices testify, there is the need to equip the trainers with gender-responsive pedagogy skills and to integrate gender issues in VET policies and plans in each country.

The Let's Digital approach wants to focus on VET systems and the way they helped the creation of gender stereotyped employment pathways. The project wants the trainers to be aware of the strong link between VET and employment choices and of how **gender segregation in education is reflected also in the labour market**. To do so, before the start of an online training targeting a vulnerable collective such as female migrants, the trainer needs to master few pivotal concepts (among others):

2.2.1 Gender

"The term gender refers to the set of characteristics, values, beliefs, qualities and behaviours that societies assign to individuals" [1]. While across the world the binary vision of male/female is still the dominant one, this definition clearly describes the term gender as a social construction, meaning an idea built by institutions, peoples, and groups. It is quite common to confuse sex and gender: sex refers to biological characteristics that distinguish male, female, intersex, transgender individuals. But **gender differences are not so neutral and are not based on binary opposites such as male/female**. Gender intersects with other dynamics such as class, ethnicity, nationality, sexual orientation, migratory background. Also, gender relations depend on various contexts and environments:

- Individual, household, community,
- Labour market, social networks, religious and cultural institutions.

[1] UN Women, 2017

This table retrieved from the *Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective* of UN Women Training Center, can help trainers better grasp the terms *sex* and *gender*.

Table 5

Sex	Gender
▶ Biologically determined ▶ Refers to physical, chromosomal, and physiological characteristics ▶ One is born male, female or intersex ▶ It can be changed only with external intervention ▶ Same in all cultures; independent of social factors. However, intersex people are often under-recognised or misidentified as either male or female at birth.	▶ Is learned, not "natural" ▶ Socially assigned behaviours, beliefs, and attitudes ▶ What is considered appropriate for men and women can change over time and according to the sociocultural context ▶ Intersects with other social variables that also generate inequalities: social class, ethnicity, nationality, sexual orientation, migratory status, disability, etc. ▶ Generates different identities, expectations, and opportunities ▶ Creates power relations and inequalities between genders ▶ Inequalities operate at multiple levels: micro (family, individual), meso (interpersonal), macro (institutional) ▶ Assumptions about, recognition of, and inequalities faced by intersex or transgender individuals are often more pronounced due to the gender binary system of male/female

2.2.2 Gender equality

"Gender equality is a fundamental human right and all international human rights treaties apply equally to men and women. People may have their human rights violated on the basis of their gender identity or sexual orientation, but **women are particularly vulnerable**. Some of the key issues relate to participation (in education, employment and political and public decision making), gender-based violence (for instance, domestic violence, FGM, trafficking, sex-selective abortions), armed conflicts (around 90% of causalities are civilians, mostly women and children) and poverty (over 70% of the world's poor are women) as well as sexual and reproductive rights (forced marriages and choice about using birth control). Because of their particular vulnerability the Convention on the Elimination of Discrimination against Women (CEDAW) was adopted in 1979" [2]

[2] Compass – Manual for human rights education with young people - Council of Europe, p445

2.2.3 Gender gap in skills development

Among the many challenges faced by women when preparing themselves to enter the labour market there is **the gender bias in occupational choices and the barriers they encounter to education and training.** Those factors depend mainly on **sociocultural beliefs and economic constraints**. Due to this aspect, **trainers need to create a gender-sensitive training environment and encourage women in taking part in male-dominated training.**

Trainers need to be careful also about the increased burden of **familiar and care responsibilities that women bear since the COVID-19 pandemic.** School closures and sudden unemployment has obliged women to take care of the households and its members. Therefore, it is essential to allow women to participate in digital learning and teleworking.

2.2.4 Female Migration

"People are constantly on the move in today's globalised world, some for leisure, to seek work or study opportunities, others to flee war and discrimination. However, the distinction between so-called voluntary and forced migrants is not clear in practice [3]. For a long time, and up until now, female migration has been considered complementary to male migration. However, in the nineties, it became clear that women move autonomous and independently with their own migration project [4] (Roca, 2013)".

2.2.5 Vulnerability

"Female labour migrants are frequently confined to low-skilled jobs in domestic and care work, hotel and catering services, the entertainment and sex industry, agriculture and assembly lines (OSCE, 2009). This includes many skilled or highly skilled women who face downgrading and deskilling in the country of destination. It is particularly difficult to obtain a work permit and legal status in these low-skilled sectors. Additionally, these sectors are quite regularly characterized by poor working conditions, low pay, withheld wages, considerable insecurity and high risk of sexual harassment, exploitation and abuse, which all influence women's ability to remit and the amount of money they are able to send. Possessing an irregular migration status may increase migrants' vulnerability to labour exploitation and very low wages, which can consequently influence the volume of remittances [5]."

The general images of migrants are overwhelmingly male, however about half of all migrants in the EU are women. **Female migrants have a harder time finding a job**, often end up in work for which they are overqualified and tend to bear a greater burden of unpaid domestic work. The absence of specific policies that eliminate these differences exacerbates the gender divide.

These guidelines will help trainers fight and break the most common stereotypes related to female migrants. To do so, certain beliefs need to be deconstructed:

- Migrant women can "also" be **highly skilled:** not all migrant women have no education. It is becoming more and more frequent for female migrants to possess a higher education degree or an upper secondary diploma. The fact that they perform jobs that do not match their qualification is not a synonym of ignorance but rather an expression of the poor

[3] Compass – Manual for human rights education with young people - Council of Europe, p449
[4] https://epale.ec.europa.eu/fr/blog/linsertion-professionnelle-des-femmes-migrantes-en-france
[5] https://www.iom.int/sites/g/files/tmzbdl486/files/2018-07/Gender-migration-remittances-infosheet.pdf

recognition policies enacted by our countries and the obstacles they face in getting their degrees compared with the host country one.

- Migrant women have a past **background**: migrant women can have many years of experience in a job position, they might have run a business or be highly educated. The obstacles they face are not only related with the highly difficult process of degree homologation but also with the hard time they have when proving their past work experience and skills.
- Not all female migrants depend on their partner or the state welfare: the stereotype of poor migrant women does not fit the reality any longer. Many households are led by women who are the breadwinners and send remittances to their families in the country of origin. While men mostly remit to their wives, female migrants often send remittances to their children (UN-INSTRAW, 2007). Female migrants also tend to send money to extended family members (Orozco et al., 2006). Also, research suggests that women tend to send a higher proportion of their income, even though they generally earn less than men. They also usually send money more regularly and for longer periods of time (IOM et al., 2007) which demonstrates their resilience and strong sense of familiar bonds.

Trainers should also consider involving other relevant external stakeholders to enrich their classes. Migrant women are sometimes isolated from the host country society. Without any bond with the local community, it is difficult to feel part of the hosting society. Trainers can facilitate this by facilitating encounters with employers' associations, non-governmental organizations working for migrants' integration, etc.

2.2.6 How can a trainer apply this knowledge?

The role of the trainer in online and distance training is not an easy one. Addressing female migrants as one group comes with many biases such as pre-constructed ideas and beliefs that are difficult to modify. **One of the main barriers that a trainer might experience is in fact his/her own assumptions and personal opinions**. Stereotypes are in fact beliefs of the majority of the population that a group of people share a single characteristic. These assumptions can be based on race, ethnicity, gender, sexuality, physical attributes etc and usually have a negative impact on the people belonging to the group. The risk is that when stereotypes become well rooted in people's lives, they start being accepted as a fact and consequently as true.

A VET trainer should receive continuous training. It is important for countries and institutions to maintain the VET trainers informed and up to date with labour market requirements, industrial advancements and a deep understanding of the employees and employers' needs. **Gender imbalances and inequality in education are the expression of what happens at societal level**. Male and female migrants are not a homogenous group, and they **experience discrimination or exclusion in different ways which depend on economic, political, social and cultural factors**. It is thus important for a trainer to be aware not only of the trainee-level experiences (their professional aspirations as an example) but also about what happens at macro level in the political and educational spheres.

This section focuses on theoretical approaches because addressing female migrant participation in VET requires trainers to have a broader background of knowledge. Starting from the understanding of the concept of gender, including the self-awareness of the gender bias that all trainers may experience, the Let's Digital project proposes an **intersectional approach**. The previous theoretical analysis has shown that inclusion is not straightforward and it encompasses gender, race, ethnicity or disability. **One approach cannot fit all groups** especially because the differences can overlap.

Therefore, **it is necessary to adopt intersectionality to capture all the nuances leaving no one behind.**

To understand how gender issues are playing a role in women's life, we need to look at real life scenarios. The recent pandemic situation has forced most of us at home during the lockdown period. This has led to **increased gender-based violence** which undoubtedly affects mothers and girls' ability to continue learning from home. Also, the shift to distance-learning has affected women and girls differently from their male counterpart. Migrant women usually have little access to technology or personal computers and many of them lack direct access to an internet connection. Another great disparity is represented by their care-giver role in the households. The lockdowns have increased women childcare and chore responsibilities at home because of schools' closure. **Being conscious of these situations is pivotal for trainers', distance classes or homework for mothers during the pandemic need to be adjusted to their realities**, as an example.

These patterns can influence younger generations. Mothers and parents in general are the first mentors and role models for the youths. It is essential for mothers to lead a better life without passing their disadvantage on to their children. Intergenerational transmission of traits and attributes passes through education, care and health especially in families with migration background.

Access to education is not even and in many contexts gender gaps are evident in education access such as **lack of transportation means, low affordability and family related duties**.

Many women who migrate to join their spouse or reunite with their family find themselves unemployed or employed in positions which do not match their level of expertise and/or qualification. Most women with a migration background are usually employed in domestic work or the care industry and this affects their position in the society they live in.

The role of the trainers goes beyond teaching. A trainer is sometimes a role model, a person who the trainees trust, a stable figure in many trainees' life… Not to mention that classes involving women with migration background represent a safe space where to share problems, doubts or personal experiences and ask for help and information.

2.3 METHODOLOGY AND TOOLS FOR TRAINERS

Trainers fulfil many roles. They teach but also help migrants in understanding the new culture and society in which they live. This aspect is also strongly connected with a **personal and professional will of the trainer**; not everyone is ready to fulfil the role of mentor and guide, especially when they do not have the right expertise. The Let's Digital project aims at providing a gender-based methodology for those trainers who will be preparing classes for female migrants. We believe that **teaching cannot be separated from the socio-political context and cannot be detached from the personal sphere of the trainees**.

A trainer needs to understand how gender bias work and how to avoid discrimination in the classes. Our approach is to equip trainers with the knowledge, understanding and tools to work with female migrants to empower them with relevant skills and competences in order to make them full citizens and participate in the democratic life of the hosting countries.

The scope of this section is to provide trainers with the main topics and issues s/he needs to consider and master when working with female migrants. Our proposals are aimed at improving the conditions of female migrant trainees by incorporating a gender dimension into the trainers' approach to teaching.

Preparation - getting ready for the training (carefully developing the scope of the training focusing on the core value for the women migrants, setting realistic agenda in terms of time vs. scope, planning the online access).

What does a trainer need to know before starting a training course?

After the 2014-2015 refugee and asylum seeker crisis in Europe, it became more evident that there are specific challenges that migrant women face in their integration process. As we have seen before, migrant women face a '**double disadvantage**' due to their migration and female status. They encounter obstacles in all the most relevant areas of a person's life such in accessing education, training, employment or integration services. This is especially true if compared to the native-born women or to migrant men. Refugee women also experience additional challenges because of their forced migration, sometimes poor health conditions, trauma, and lack of documentation of their education and work experience. Among the multiple forms of discrimination, migrant women also experience discrimination based on gender, race, ethnicity, religion and immigration status which all contribute to higher risks of experiencing poverty, violence and social exclusion.

The purpose of this section of the Guidelines in Gender, is to help trainers acknowledge and understand the specific barriers and challenges faced by women migrant when accessing education and training. In this way, trainers and educators can support more effectively migrant women in participating in the labour market.

How does gender discrimination affect education and training?

- Some subjects are still highly male-dominated. This means that there are many educational areas that are traditionally seen as more suitable for men rather than women. Mechanical, transport or STEM are typically educational and training areas that are associated with male students. This gender segregation ultimately does not allow women to approach these subjects and consequently exclude them to acquire skills that can help them access the labour market.
- Participation in education for adult women is often limited due to family-related reasons. Taking care of the household, kids and elderly people of the family have an impact on their continuous learning and training. Thus, learning experiences for adult women are strongly dependant on life circumstances and structural barriers.
- Gender inequality also exists in trainer and teachers' recruitment processes. Female teachers are the majority in primary and secondary schools but are less than half of the professors in tertiary education.

This could be overcome by **enhancing counselling in training centres**. Trainers need to be trained on gender-responsive teaching and strategies to facilitate the participation of female learners in gender segregated subjects and to adopt a more gender-sensitive approach when training adult women.

Female educators should also be encouraged to apply for jobs in male-dominated sectors and in tertiary education. The gender barrier affects also the trainers, not just the students. Having an inclusive class means abolishing obstacles that impede the participation of students and teachers in certain domains or study areas. Gender discrimination is a threat to inclusive education.

Kicking of the sessions

Let's Digital gets inspiration from the four axes of the *Gender On the Move* (2016) training manual of the United Nation which helps explain the steps to follow by a trainer to approach the training sessions and get ready to meet the trainees:

1. Introduce yourself to the participants

2. Ask them to introduce themselves
3. Ask about their expectations which will be useful for the final sessions to make comparisons between the pre and post training
4. Come up with basic norms and common rules
5. Present objectives, agenda and logistics.

When starting the training, the trainer should make sure that the trainees are committed to be engaged in the learning process. This check should be performed each time a milestone has been reached. It is important for the trainer to know that the trainees are focused and have a continuous safe and comfortable space at home to facilitate their learning. In this phase, foals and expectations from both the trainer and the trainees' side need to be clarified.

Participants should join the training voluntarily, but the journey may present some obstacles. Therefore, the trainers should be capable of supporting the trainees in overcoming a standstill, motivating and encouraging them.

As the trainer will facilitate the training sessions online, it will be important to prepare a good presentation before each encounter. The presentation will facilitate the work of the trainer and the learning of the trainees. A good presentation includes the most relevant points, without long texts and with a graphic layout that is pleasant. It is also quite relevant that the presentation will be **informative but also provocative**. Online learning needs to provoke reflection, thinking and ideation even when face-to-face discussions cannot happen. The trainer should remember that the students will have access to the online training platform, so the slides need to be a supportive tool only.

Methods and Tools for sustaining attention and interest during the online training (use of ice-breakers, online tools for interactivity, use of homeworks and groups etc.)

When a trainer is aware of the gender-related barriers that women and girls face, s/he can adapt the teaching sessions to let female participants fully enjoy access to training opportunities and the participation in the labour market.

Trainers need to focus on making their **approach and classes more inclusive**, whatever the background, identity, or ability of their students. This is extremely important because training and teaching affect the future opportunities in the life of the students.

Choosing the methodology and the activity of the session will be crucial. Depending on the type of session, the trainer will need to make his/her choice: debate-opener? Tips giving? The most important aspect to consider is that teaching should be progressive and based on previous acquired knowledge.

The trainer should consider mixing activities and giving different assignments, from conducting research, studies to watching videos, discussing, listening or debating. The trainer can assign individual activities or participative ones in which the trainees need to collaborate. A mix of methodologies facilitate different kinds of learning and makes the learner apply different skills and competences while acquiring new knowledge.

Following a logical order makes the learning process easier for all students. A good approach is always to think of the learning objective of the session and design the class tailoring the activities to the final goal: if the session aims at raising awareness, then the trainer needs to seek to provoke the learners' ability to analyse facts and situations by using case studies, clips, podcast etc.

When online, trainers should always manage timing and give space to questions and answer moments and, most importantly, to breaks and rest. By staring at a screen for hours, our brains need to take time to concentrate and follow discussions happening online.

When the preparation of the session has been performed, the trainer should then focus on the inclusion of gender perspective in her/his approach to the sessions themselves.

In order to foster the learning process and the success of the training, the trainers should master four main skills:

Figure 2 Four main skills for fostering learning process

Building Confidence	By constructing a trustworthy relationship, migrant women tea-king part in the training will feel more comfortable and relaxed during the sessions.
Active Listening	The trainer needs to seek an effective communication at all times. The differences in culture, ethnicity and gender makes communication essential especially if the trainer wants to understand and accept the values and culture of the students and thus be ready to interpret them.
Managing Challenges	Managing Challenges: Joining a group of diverse people can generate challenges. Disagreements may occur but it is essential that all the issues are discussed objectively. The trainer should guarantee that migrant women feel empowered to state their position and feel confident that the other is genuinely listening and wanting to understand. Possible solutions are explored with open minds, and the potential effects of the solutions are considered and weighed. It might sound an easy process, but it is actually incredibly difficult to implement. People don't actually see themselves as being wrong and when they do realise they were mistaken, embarrassment and sense of failure freeze the relationship and their self-esteem
Giving Supportive feedback	Effective feedback can accelerate the learning process and inspire and motivate the trainees to feel valued and appreciated. So, it's important that the trainer learns to deliver feedbacks: Given with a positive attitude; Based on facts; Constructive and beneficial. The term 'feedback' means literally to feed information back to someone. This information relates to the person receiving the feedback and provides data from which they can assess their performance or experiences

2.4 TIPS, AND TEMPLATES

Tips Design your training

(This game was adapted from the WECAN Practitioner Guide)

Part of your job as a trainer is to have a vision for your sessions. Before stepping into the training scheme, you should have clear in mind:

- Goals
- Trainee's needs
- Training structure, learning tools and methodology
- How to communicate with them
- How to engage externals experts and stakeholders that can help you enhance the success and impact of the training
- What is the expected impact of the sessions on the migrant women professional career and life
- How will you assess them

Write down the replies to these questions in order to have a clear direction and a predefined structure for your intervention.

Normally GAME

(This game was adapted from the WECAN Methodological Guide)

The aim of this exercise is to get to know the participants in the training and to create a sharing atmosphere to help migrant women trust the trainers and the other participants.

Steps in developing the exercise:

1. Stay in introductory mode.
2. Instead of asking the trainees to introduce themselves by stating why they are attending the coaching session, the trainer can ask them to say who they are and what would they normally be doing if they weren't at the session at that moment.

Generally, this exercise is good for breaking the ice. The participants can talk about themselves introducing themselves to the rest of the group while also getting confidence with the atmosphere.

Room 101

(This game was adapted from the WECAN Methodological Guide)

This activity is designed to help trainees get rid of the bad and negative issues affecting their minds at least during the sessions. Furthermore, "Room 101" activity can help the trainer to bond with the class as it helps to 'clear the air' and stops the session from getting disrupted.

You should ask the class if they are familiar with the TV show "Room 101". If not, explain that "Room 101" was a UK TV show where celebrity guests are invited to put things/topics in "Room 101". This means that when something has gone into the room it can no longer be discussed on the show. Things that normally go into "Room 101" are things/people celebrities don't like or feel uncomfortable with.

Explain to your class that you are going to do the same thing with up to three things / issues that frustrate them, annoy them or that they dislike.

Ask them to think of three things that they want to put in the room. These things need to be written on a shared document they can easily access online. This will represent "Room 101".

After each participant has identified her selection, discuss about what has been highlighted, emphasizing that these topics are now out of bounds.

If during the sessions any of these topics start to be discussed, you can refer to the flipchart "Room 101".

Make sure that the learners don't put anything in "Room 101" that directly relates to the content to be discussed during your sessions. Things that you should be encouraging her to put in, are things that will distract attention away from the main flow of the content.

Chapter 3

ENTREPRENEURSHIP

Chapter 3. ENTREPRENEURSHIP

3.1 INTRODUCTION

The third section of the Guidelines for Trainers aims to provide trainers with ideas and tools to build a training on entrepreneurship in a learning environment that can be online or hybrid and addressed to an audience of migrant women.

Entrepreneurship is increasingly seen as an important mechanism for the "creation of economic opportunities for all", which is one of the main priorities of the UN 2030 Agenda for Sustainable Development. Specifically, facilitating entrepreneurship among migrants is considered even more pivotal for their integration in the host countries, as entrepreneurship and entrepreneurial learning can provide them the skills and tools to enter the labour market and get out of precarity. Enhancing the integration of migrants into the labour market through entrepreneurship or self-employment can be considered a social process, as entrepreneurs become part of the economic and social context and establish connections with the community giving a significant contribution to knowledge transfer, innovativeness, competitiveness and economic growth.

Particular attention should be paid to supporting migrant women's entrepreneurial skills and opportunities. Migrant women play an increasing role in the migratory phenomena and now make up half of the people who migrate and live outside their country of origin. However, despite the fact that entrepreneurship represents a valuable opportunity to become active participants in the labour market and emancipate themselves from unequal informal employment, many migrant women face numerous obstacles in accessing self-employment and entrepreneurial training opportunities.

3.2 THEORETICAL APPROACH

3.2.1 What is an entrepreneur? What does it take to be an entrepreneur?

Entrepreneurship can be defined as a transversal and multidimensional competence, which consists in "acting upon opportunities and ideas and transforming them into value for others. The value that is created can be financial, cultural, or social". This value creation can take place in the private, public or third sector, or in a combination of the three.

Subsequently, an entrepreneur is seen as an innovator, a bearer of new ideas, goods, services and business. But what does it take to be an entrepreneur? Some consider entrepreneurial competences as a talent or an innate aspect of the personality, but these competences can be developed and acquired through proper training. Discovering and improving entrepreneurial attitudes and skills can be very useful since it involves different spheres of life. First of all, it can be helpful for professional development, not only for those who want to set up a new business, but also to facilitate integration in the labour market. Moreover, the discovery of entrepreneurial attitudes enables social and personal development through the improvement of self-awareness and the uncovering of personal potential, creativity and self-initiative.

To better understand what entrepreneurial competencies are, it can be possible to take as a reference the Entrepreneurship competence framework (EntreComp) developed by the Joint Research Centre (JRC) of the European Commission. The EntreComp identified 15 transversal and

soft skills essential for the development of an entrepreneurial mindset which are interconnected with each other. These competences are the following:

Table 6

Spotting opportunities	Using imagination and abilities to identify opportunities for creating value
Creativity	Developing creative and purposeful ideas
Vision	Working towards a vision of the future to turn ideas into action
Valuing ideas	Making the most of ideas and opportunities by judging their value in social, cultural and economic terms.
Ethical and sustainable thinking	Assessing the consequences and impact of ideas, opportunities and actions
Self-awareness and self-efficacy	Reflecting on one's needs and aspirations. Identifying and assessing one's strengths and weaknesses and the ones of the team. Believing in one's ability to influence the course of events is an important aspect of that competence.
Motivation and perseverance	Being determined to turn ideas into actions, resilient under pressure and adversity and remaining focused and patient to achieve a goal.
Mobilising resources	The ability to gather and manage the material, non-material and digital resources needed to turn ideas into action. Managing the competences needed at any stage, including technical, legal, tax and digital competences.
Financial and economic literacy	Developing financial and economic know how
Mobilising others	Inspiring and motivating relevant stakeholders to get their support in achieving valuable outcomes. Effective communication, persuasion, negotiation and leadership.
Taking the initiative	The ability to initiate processes that create value and take up challenges. Acting and working independently to achieve goals.
Planning and management	Setting long and short-term goals, prioritising, organising action plans and adapting to unforeseen changes
Coping with uncertainty, ambiguity and risk	Making decisions while dealing with uncertainty, ambiguity and risk.
Working with others	Teaming up, collaborating and networking
Learning through experience	Learning by doing: using initiative for value creation as a learning opportunity. Learning with others, including peers and coaches and reflecting from both success and failure.

3.2.2 Entrepreneurship among migrants and refugees: benefits and opportunities

Entrepreneurship among migrants and refugees represents a valuable opportunity, since, as stated by UNCTAD (United Nations Conference on Trade and Development), it can benefit not only migrants and refugees themselves, but also the host countries and the countries of origin.

Firstly, entrepreneurship can bring economic, social and psychological benefits to migrants and refugees. In certain contexts, it might bring better economic prospects and represent a valid path toward financial security and self-reliance. Indeed, the decision of starting a new business is driven by necessity and lack of job opportunity.

Setting up a business does not only mean the possibility of achieving greater economic security, but also **better psychological and social well-being**. The possibility of escaping unemployment or economic insecurity by becoming autonomous and independent and doing meaningful work has undoubtedly positive effects in terms of self-confidence and well-being.

Migrant entrepreneurship does not only benefit migrants themselves, but also host societies and countries of origin. Indeed, **migrant entrepreneurs can contribute to the economic growth of the host country through the creation of new businesses and jobs**. In addition, migrant entrepreneurs bring what is called a "diversity dividend": this is the value created by the diversity brought by migrants in terms of new skills, knowledge, experiences and ideas that can contribute to the innovation and growth of the markets. Besides that, migrant businesses can also have an important role in the revitalization of local economic areas (e.g., low-income neighbourhoods in which migrants and refugees are often concentrated).

The positive effects at local level are not purely economic but may also include increased social cohesion and community well-being, as migrant entrepreneurial activities can contribute to **break down barriers, create links between different people and culture and foster social inclusion**. There are also potential benefits for the countries of origin of migrant entrepreneurs: these entrepreneurs often use the financial resources, skills and professional experiences acquired to start or invest in businesses in their country of origin (using also business contacts that span across countries). Not forgetting to mention the important role played by remittances (transfer of money from a foreign worker to their family or other individuals in their home countries).

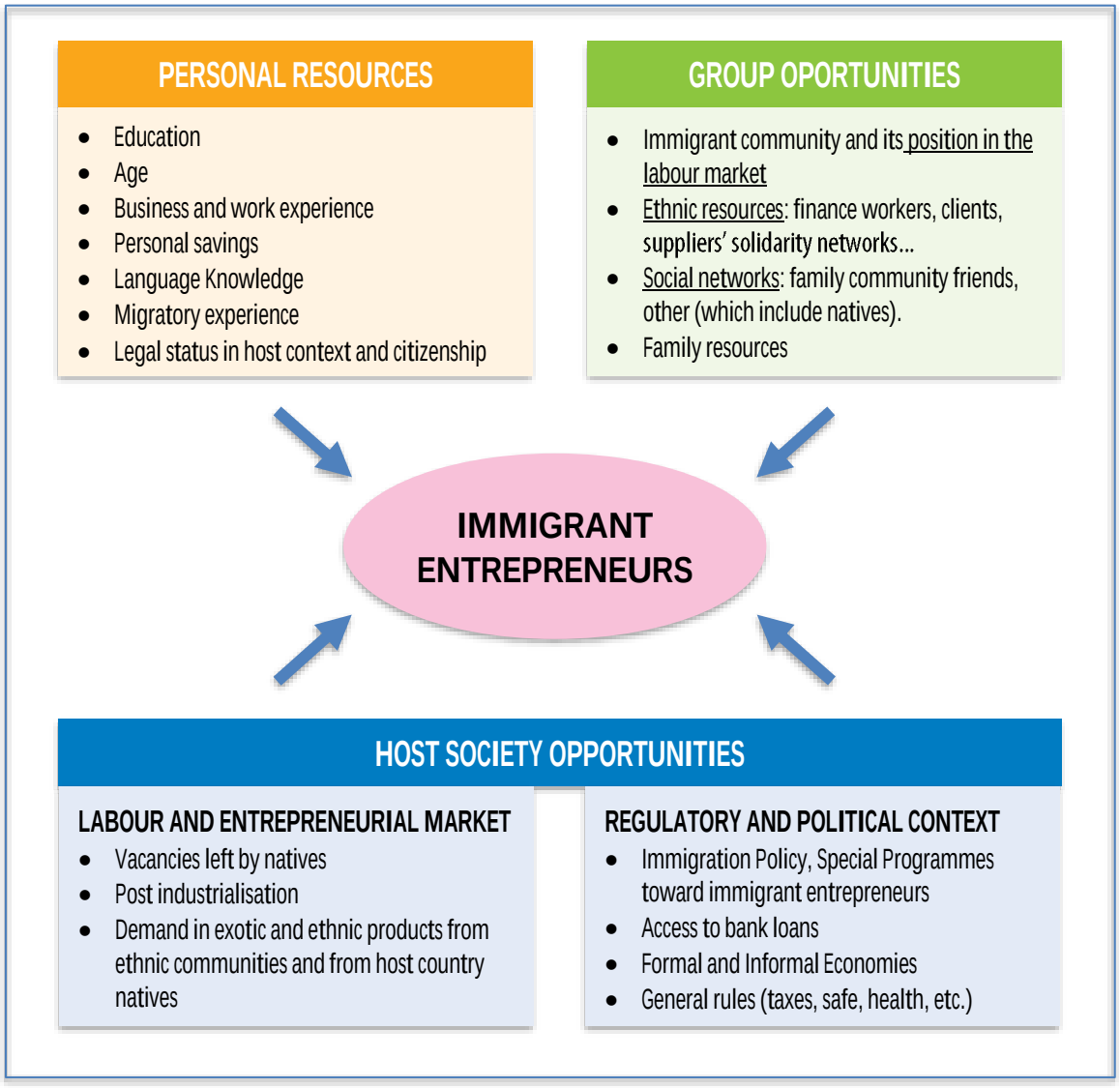
3.2.3 Factors influencing migrant entrepreneurship

In recent years, there has been an increase in the levels of self-employment within migrant populations. According to different studies, this is due to a combination of factors:

- Difficulties in the labour market: entrepreneurship and self-employment represent an alternative for those who are excluded from the labour market. Migrants are often employed in short-time and/or part-time jobs and perform low-skilled work.
- Improvement of the socio-economic situation: self-fulfilment, acknowledgement within the society, social advancement, personal development, etc.
- Entrepreneurial culture: various studies and research show a propensity for entrepreneurship among the migrant population.
- Ethnic resources: many immigrant communities have a solid network that can provide funding, supplies, human resources, clientele.
- Market opportunities and potential: migrant entrepreneurs often fill market gaps; they can also become importers and exporters of goods and services with the countries of origin.

The driving forces of migrant entrepreneurship are therefore a combination of 3 components, entrepreneur personal characteristics, group opportunities and structural opportunities of the host society, as illustrated in the image below:

Figure 3 Source: Guzy M., Nurturing immigrant entrepreneurship - A handbook for microcredit and business support, 2006



Concerning specifically migrant women, many of them opt to start their own business because self-employment or entrepreneurship are an alternative to unemployment, lack of adequate job or career possibilities, social exclusion and discrimination. Entrepreneurship seems to provide also the flexibility needed to balance professional and family life.

3.2.4 Barriers to migrant entrepreneurship

3.2.4.1 Difficulties and Obstacles in migrant entrepreneurship

The main difficulties and barriers faced by migrants and refugees who want to start a new business are the following:

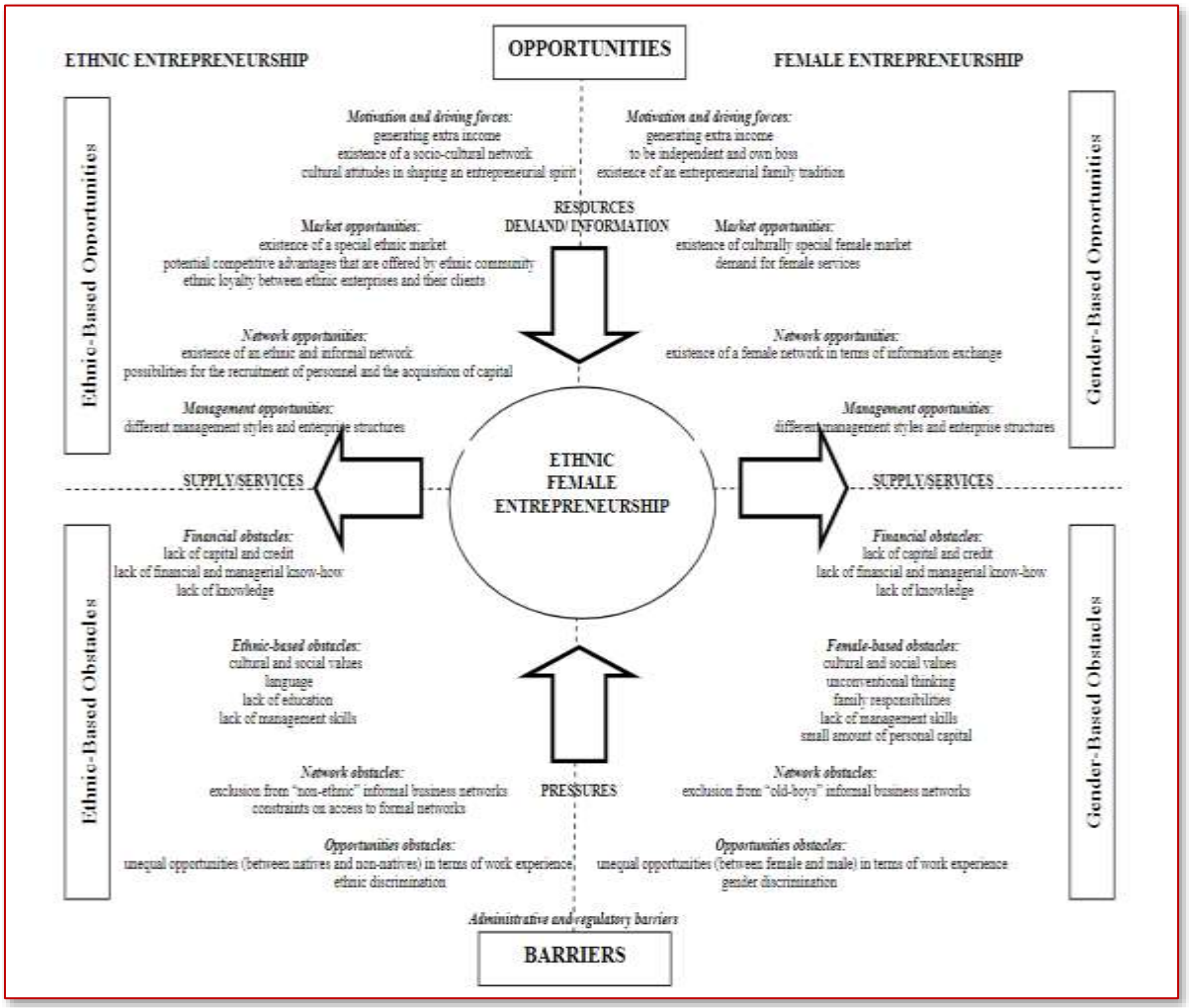
- **Regulatory barriers**: there are restrictive policies on the right to work and self-employment of migrants and refugees in many countries. Creating and setting up a business can be a challenge for them as they may have language difficulties or be unfamiliar with the institutions and administrative system of the host country and have to cope with complex regulatory and administrative requirements (business registration, permits and licences, social security obligations, tax forms, etc.).
- **Education and cultural barriers**: when settling in a new country, many migrants might experience a loss of "human capital", made up of all the skills, knowledge, and experience acquired during their lifetime. This is both related to language skills and cultural barriers that limit their interactions in host societies, making it difficult to understand customers' needs, and the host country's market and business culture. Adding to that the difficulty to homologate their past skills, qualifications and professional experience. At the same time vocational training aimed at a migrant audience often neglects entrepreneurial skills and there is a lack of entrepreneurship training offering comprehensive and appropriate programmes that go beyond basic skills and provide long-term guidance to help them launch their businesses. Back to the barrier of language, educational materials are often not translated, thus remaining inaccessible to those without an adequate level of language skills.
- **Discrimination and racism**: the ability to set up and run a business successfully can also be hindered by the discrimination and stigmatization experienced by migrants and refugees.
- **Limited access to finance**: accessing credit and finance is one of the main obstacles faced by migrants and refugees who would like to become entrepreneurs: lack of credit history and/or collateral, difficulty in providing documentary evidence, prejudices of loan providers against migrants' businesses seen as high-risk or low-profitable, low financial literacy, lack of information of financial support structures and regulations. As a result, they may avoid formal banking institutions to prefer personal savings and informal lending from family, friends and community to avoid being discriminated against.
- **Lack of support networks**: Being able to count on 'social capital' is very important when moving to a new country. Having a good network is essential, especially when you want to start a new business, as it eases the access to support and information and provides help and guidance to learn about the institutional and regulatory environment for businesses. This may be challenging for newly arrived migrants and refugees willing to set up a business. Diaspora networks are a precious support for migrant entrepreneurs to start connecting.
- **Issues linked to location**: the place where migrants settle down affects their socioeconomic integration and the business opportunities that can emerge. According to countries national policies, refugees and migrants can be accommodated in dedicated facilities or choose to settle wherever they like. Those living in camps might see their freedom of movement limited and have less chances to be in contact with the host society and find educational and work opportunities. Migrants and refugees usually live in precarious areas, dealing with insecure housing and health risks making it harder to access entrepreneurship and innovation ecosystems.

3.2.4.2 A gender perspective in migrant entrepreneurship: challenges of migrant women entrepreneurship

A gender perspective is necessary in order to identify additional challenges faced by migrant women who wish to establish their own business. Women undertake entrepreneurship less often than men due to socio-demographic factors, entrepreneurial attitudes, family background and environmental conditions. This gender gap also affects migrant entrepreneurship. Migrant women face more obstacles than their male counterparts finding funds to start a business due to the

difficulty to create formal and informal networks to support the launch of a new professional activity and the prejudices regarding what women ambitions should be. They bear the family workload which limits the development of their professional careers and also share a negative self-perception of not having the required capabilities and skills to start and run a company. Migrant women entrepreneurs should be considered according to the intersection of gender and origin. Baycan-Levent's research summarises the opportunities and barriers for female migrant entrepreneurship in this diagram:

Figure 4 Source: Baycan-Levent et al. 2002



3.3 METHODOLOGY: TRAINERS' APPROACH ON ENTREPRENEURSHIP TRAINING

Entrepreneurship is a complex topic and it's not evident to have all the necessary knowledge to create a training about it. This shouldn't discourage trainers because the purpose of the training shouldn't be just to share information on entrepreneurship, but also to support women with a migration background to develop their entrepreneurial skills.

The main objectives of an entrepreneurship training should be:

1. To encourage the entrepreneurial mindset.

2. To provide potential entrepreneurs with entrepreneurial skills and deepen the skills of current entrepreneurs.
3. Allow entrepreneurs to define and redefine their goals and work individually or in groups to achieve them.
4. Support migrant women during the whole entrepreneurial journey (project and team management, coordination work, communication, procedures and legal norms).

When preparing training on entrepreneurship for migrant women, trainers should adopt a learner-centred approach. They should bear in mind that they are dealing with a non-homogenous group of people and that there may therefore be differences in terms of legal status, nationality, education, personal and professional background that could influence their approach to entrepreneurship.

It is essential to take into account the main difficulties and possible barriers (e.g., the lack of network, difficulties in finding credit, low awareness of their own skills) that these women might encounter in their entrepreneurial journey in order to try to give them the tools to overcome them. In addition, it is important to avoid reproducing stereotypes and developing a training that shares a stereotyped vision of migrant women, often seen as victims, vulnerable, dependent beings, mother, caregiver, etc.

Trainers should take into account the diversity of learning characteristics of all learners and dedicate enough time to understand the needs and personal and professional background of each trainee. This will allow to develop tailor-made learning materials and to create a learning environment where migrant women approaching entrepreneurship can feel free to express themselves and interact while undertaking a process of personal discovery.

In the next paragraphs of this chapter, some practical suggestions will be given on how to prepare an entrepreneurship training aimed at migrant women that takes place mainly online.

3.3.1 Activities

3.3.1.1 Defining participants soft and hard skills

This entrepreneurial journey must start by identifying and enhancing the skills of the women participants. Evidence shows that women are usually less confident or unaware of their own skills. So, the first part of the training should focus on developing trainees' awareness and confidence in their skills.

Skills are divided into two categories:

1. **Hard skills** are technical and measurable skills and abilities. They can be acquired through a job, school or training. They are skills that employees are specifically trained to do because their job requires them. For example, a nurse must learn how to draw blood.
2. **Soft skills** are more difficult to measure. It is not a technical skill, but rather a mix of personal, social and communication skills, as well as attitudes and mindsets.

These soft skills do not only apply to a specific job. They are transversal skills, which can be used in different jobs and adapted to different profiles. Finally, soft skills are useful in the professional environment, as well as in one's private life.

Trainers should take time in order to guide trainees in the discovery of their competences. Migrant women should be encouraged to go beyond the idea that entrepreneurial skills are something innate: these skills can be learned, and trainers should stimulate them to enhance their personal background because they are often unaware of the skills they have acquired in everyday life, in their previous work experiences or during their migration path.

It could be useful to start with a short exercise, which consists in inviting them to reflect on their skills and:

1. List the knowledge, skills and experience they already have
2. Identify which knowledge, skills and experience they want to improve
3. Understand any changes they want to make to pursue their aspirations.

Below some activities to be carried out on this topic:

ACTOR OF MY OWN LIFE	
Description	One way of uncovering trainees' skills is to start by identifying the roles they play in everyday life. The trainees should imagine themselves as actors in their own life, as if they were characters in a movie. They probably play a lot of different roles. They might have a role as parent, as employee, as friend, etc. Each of the roles they play demands different competencies. For example, if they were a student, they have acquired the skills of learning, time management and writing communication. If they are a parent, they have developed childcare skills, but also probably those of budgeting, time management, delegating, cooking and so on.
Example	Main roles I play… 1. Student representative – attending meetings to give views of my class to teachers/lecturers, communicating with people on the same course as me. 2. Sister – Time management, organisation, communication between all members of the family, conflict management 3. Daughter – Taking care of their parents, money management, administrative management (storage of papers, organisation, etc.).

ONE ROLE, MANY ABILITIES	
Description	This activity consists of listing the different actions trainees take when they are in a certain role (see the previous activity). In fact, the actions taken can be linked to an ability. For example, "I can organise my time" means that "I am rigorous and organised". This activity will help trainees to become aware of the abilities they have developed through the roles they have already identified.
Example	By using the tools developed on the European project DICE, it's possible to define trainees' soft-skills: https://dice.erasmus.site/ The PDF is also available with all competence cards.

3.3.1.2 Defining their professional life

Once trainees' self-awareness of the different capacities and life skills have improved, next step is to define and clarify their professional aspirations and their entrepreneurial project.

Figure 5 Source: The Open University - https://help.open.ac.uk/career-planning

Trainees must clearly define their project, by assessing their real expectations and needs. This enables them to put themselves at the centre of their lives in order to understand what they really want to achieve for their personal and professional life.

Behind entrepreneurship and the desire to create a company, there is the desire to develop ideas and passions. The project owner should find her own path and start a project that corresponds to her interests.

Below some activities to be carried out on this topic:

Scale of 1 to 10	
Description	This activity helps trainees to decide how clear they are about what they want to do, using a scale of 1(very confused) to 10 (absolutely clear). Trainer should then feel free to ask employment-related questions to participants. These questions should be answered with the use of the scale between 1 and 10. By using this activity, trainers can help to define the kind of life/professional life trainees want.
Example	1-How do you feel about your project? 1. Would you like to work in a team? 2. Would you like to work alone? 3. Do you like to be free with your time?

The Ikigai Method

Description

The IKIGAI method represents an interesting approach to define one's entrepreneurial project.

The Ikigai philosophy consists in giving meaning to one's life by finding a balance between what one loves, what one needs and what is useful to the world. "Iki" means life and "gai" refers to the realisation of what one hopes for; it is about feeling where one should be, aligned with oneself.

https://youtu.be/pk-PcJS2QaU

The ikigai concept is based on 4 components:

- What you like to do: ask trainees what brings them satisfaction day after day, make an inventory of what they like to do and even what they envy in others, to give more space to what interests them daily.
- What you are good at: trainees should think about personal talents, professional skills, or human qualities and take stock of the strong points and positive sides to use them in their work.
- What the world needs: think about the issues that concern them or the causes they would like to get involved in, because finding their ikigai means feeling aligned with themselves but also with the society around them.
- What you are paid for: this is about taking a step back from their daily tasks, understanding what they are paid for and what they could also be paid for.

Ikigai is based on the balance between these 4 components, everyone having his own scale of values.

Example

3.3.1.3 Designing their entrepreneurship project

The following step is crucial in the entrepreneurial process and requires adequate focus during the training: create and design the entrepreneurial project of trainees.

Below some activities to be carried out on this topic:

Problem tree	
Description	An entrepreneurship project aims mostly to answer a problem. By using the problem tree activity, participants can try to identify a problem/situation and how to solve it with their own project. The problem tree could be participative and can be used both during face-to-face or online training sessions.
Example	The 4 steps to create the problem tree: 1. Define the framework of the existing situation and define the subject of the analysis 2. Identify the main problems faced by stakeholders and choose central and starting problem(s). 3. Find the causes of these problems and identify the resulting consequences 4. Organize your problem tree by linking problems and connecting them with cause-and-effect arrows showing key links (reversing positions if necessary).

Objective's tree	
Description	Once the problems have been identified, it is time to turn them into objectives to be achieved. The objective tree helps trainees to consider various perspectives and to find possible solutions to solve the problem. The general objective should be divided into sub-objectives several times until an operational level is reached. These objectives can be both quantitative and qualitative. Going down the tree, the sub-objectives show how the higher objective will be achieved.
Example	The 5 steps to create the objective tree: 1. Involve all persons who have an interest in the project. 2. List the objectives of the project and define the main objective. 3. Decline the sub-objectives by asking the question: how can this main objective be achieved? 4. Develop the other level(s): for all sub-objectives, ask themself the question: how do we achieve this sub-objective? 5. To finalize the activity, trainees can make a mind map (by using padlet or jamboard online or a paper board). It is important to carefully consider priorities, balance the realism of some objectives and find additional resources that may be useful in achieving the goals.

Chapter 4

DISTANCE LEARNING

Chapter 4. DISTANCE LEARNING

4.1 INTRODUCTION

Today, distance learning has become a very important learning activity that provides significant savings, especially in terms of time, space, and economic expenditure. Therefore, it can be said that this learning method becomes essential all over the world due to the Covid-19 global pandemic, which affects all people in their different areas of life, especially those who were already in a difficult social and economic situation, as migrant women.

Distance learning can cater to the needs of practically all categories of recipients and users of education services, especially teachers wishing to continue in-service training or to pursue lifelong training.

Distance learning, due to such advantages as flexibility, ease of access, modular character, quality, cost-effectiveness, state-of-the-art technology, large audiences, social balance, global reach, the new role of the teacher, positive effect on the learner, has become a leading mode of tuition and instructional technology practically at all levels of the education system.

The implementation of distance learning is being facilitated by increasing availability of information tools and means which, in turn, are being developed because of advances in information and communication technologies, and particularly web-based technologies. All these developments have contributed to the emergence of multi-functional, quite reliable, user-friendly distance learning tools.

Having in consideration all the reasons mentioned above, it's important to have trained educators able to provide quality distance learning courses and answer to the needs of their target groups.

This section of the trainer guidelines provides a theoretical approach/methodology and some digital learning materials for educators who work with migrant women. And finally, this guide includes some good practices and tips for trainers which can help trainers in the development of their training courses.

4.2 THEORETICAL APPROACHES

4.2.1 Distance Learning - Scope and Types

Merriam Webster defines distance learning as, "a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes."

In the case of women migrants, distance learning is when they are separated from trainers and peers, learn remotely and do not have face-to-face learning with instructors or other students. Women study at home, and the learning is more individual and varies on speed and timeline according to each individual student and their availability.

There are several types of distance learning which can be used in training migrant women:

4.2.1.1 Online courses

Online courses are usually offered as additional classes in traditional degrees. As long as the migrant woman has devise and internet access, she can learn and receive instruction at home.

They can be organized in two different timings:

Synchronous distance learning - 'at the same time': type of learning which involves live communication through either chatting online, sitting in a classroom, or even teleconferencing.

Benefits: This type of learning is most suitable for engaging in continuing education programs

Asynchronous distance learning – 'not at the same time': a type of learning with a set of deadlines and weekly time limits, where trainees have access to the content of the classes (documents, videos, podcast, reviews, digital presentations, etc.) but they learn by themselves. Very often this kind of learning includes some online shared chats where learners can communicate to each other and/or with trainers.

Benefits: Permits women migrants to be independent and manage their daily life and work schedule.

4.2.1.2 Hybrid courses

Hybrid courses combine traditional classroom settings with online learning at home. This can mean that migrant women learn individually at home and meet up for in-person instructions or lectures at certain intervals during the course. The amount of at-home learning and in-class learning varies for each hybrid course.

Benefits:

- Face to face meetings are preferable because they allow to create a real relation between learners and trainers, reinforcing the confidence between them and promoting social inclusion.
- Online meetings are sometimes better in crisis situations, for time and cost management.

4.2.1.3 Conference classes

Conferencing allows learners and trainers to meet up for class in real time. They can choose to be in a group, or one-on-one with an instructor, or at a different time using the phone or video chatting, such as Skype. With these tools trainees and trainers can engage in live lessons despite distance.

4.2.1.4 Correspondence courses

Correspondence courses consist of trainees engaging in class material via mail or email. They receive material and assignments through mail, and they send completed assignments back through the same method.

4.2.1.5 Fixed time online courses:

Usually this kind of e-learning is used by a digital platform where learners should connect themselves and contact trainers directly through forums and proposed chats, videos, etc. They can be combined with fixed time online meetings, with online forums, etc. They have a limited time to access information and it's very often possible to access it by an application.

4.2.1.6 Open Schedule online learning:

An online distance learning option that gives freedom to learners to complete the activities and achieve the aims through internet-based books, mailings lists, bulletin boarding, and email. At the beginning of the course, a set of deadlines are imposed, but learners are allowed to complete the course work in their own time. This kind of distance learning can be combined with online forms and chats.

4.2.1.7 Electronic learning

This kind of learning is based on asynchronous distance learning where learners accessed course materials on a computer (DV's, CD's, USB, etc).

Benefits: Even if nowadays technology suffers a huge development and this kind of device becomes rare, it's important to keep in mind that a lot of 'ancient' informatic material is being made available for free by some public and private structures (instead of being destroyed) and in some public spaces to disadvantaged people.

4.2.2 An Integrated Model of Distance Learning

Existing literature and practice recognise three distinctive perspectives on learning as a process: the experiential perspective, the behavioural, and the social perspective (social constructivism). The learning through the social perspective can be best described as the learning from the others and imitating their behaviour. Contrary to the social perspective, behavioural perspective emphasises learning through consequences, while the experiential perspective blends both approaches in the learning-by-doing.

A number of theories for distance learning have evolved, most of which derive from the major learning theories discussed previously but applied to online environments. As distance learning is one part of online learning, these theories apply to it as well. The integrated model combines the use of objectives, activities, and approaches in order to make it accessible and useful to migrant women. The integrated model consists of learning modules, formed by six basic pedagogical goals, and ways to achieve them. The integrated model is malleable and open to the possibility of other modules being added as needed for the use of migrant women and their particular needs. It primarily focuses on the methods that will best support student learning, prioritising migrant women's requirements. The modules may at certain times overlap.

Content is one of the primary drivers of instruction and there are many ways in which content can be delivered and presented. As migrant women usually only have access to smartphones, learning via the delivery of media (text, video, audio) and educational games is paramount.

Dialectics or questioning is an important activity that allows trainers to probe what trainees know and to help refine their knowledge. For dialectic and questioning activities, a simple-to-use, threaded electronic discussion board or forum such as VoiceThread is an effective approach that is easily accessible through a smartphone.

Reflection can be incorporated as a powerful pedagogical strategy under the right circumstances. Blogs and blogging, whether as group exercises or for individual journaling activities, have evolved into appropriate tools for student reflection and other aspects of course activities while remaining accessible and easy to use for migrant women who may not be well versed in technology.

Collaborative learning has evolved over decades. Email, mobile technology, and other forms of electronic communication alleviate many of the logistical issues of the past, providing migrant women with a familiar way to collaborate with other migrant women, and their instructors.

Evaluation of learning is perhaps the most important component of the model. Due to the development of technology the process of evaluation has been rendered completely digital, which is of great use to migrant women as it saves them time and resources.

Figure 6 Blending with purpose

4.3 Methodology and Tools for Trainers in Online Environments

The integrated model described in the previous section provides the fundamental steps for methodological approach of the training of women migrants in online and/or hybrid environments. However, before the trainer develops the methodology, **it is essential that s/he gains a better understanding of the needs and limitations of women migrants in the online environments**.

4.3.1 Needs and Limitations of Migrant Women

In the last few years, the number of migrants and refugee asylum applications in the EU has grown exponentially. Consequently, the role of education for the integration and acquisition of skills for migrants and refugees has become a priority in the European and national policy agendas. In this context, the potential use of free digital learning for developing the skills needed by migrants and refugees in host countries has been the target of great interest. However, despite the purported use of Free Digital Learning to enhance access to education, there is little information on how they can be better adapted to the specific needs of migrants and refugees.

According to the desk and field research findings as presented in the Transnational report conducted by the partners of this project, when it comes to the learning in the digital environment, **women migrants need to improve the level of their general digital skills**. The same includes basic knowledge and application of fundamental programmes (MS Office) accompanied with knowledge on how to use a variety of information and data on the internet for accessing information and learning. These skills are poor among women migrants. Moreover, women migrants also face **significant technological and cultural challenges when accessing the internet**. The technological challenges cover: **lack of good computers** (the access is predominantly through mobile devices), **and adequate access to the internet**. The cultural challenges cover barriers to the access to the online environments enforced by the social norms of the country of origin, for example, not being allowed to have an email address and similar. As a result, trainers and organisations providing educational support to migrant women need to utilise the mobile phone and internet access in the design of the training methodology.

4.3.2 Training Design in hybrid or virtual environments

The design of the training must begin with a **firm determination of the scope** by **taking into account the goals of the training and the needs of the trainees**. Once the scope has been determined, a training curriculum is developed with migrant women's needs in mind, along with a detailed agenda for the timeline of the training implementation which is tailored to the skill levels and needs of migrant women.

Before exploring the key aspects of a successful online training, here are some ideas to bear in mind when working with a diverse group of migrant women:

Consider that trainees may encounter difficulties throughout the training, particularly regarding language and integration. Language must be understandable by all. This does not necessarily mean using one common language but, make sure that the way in which messages are being communicated, orally and digitally, are phrased in a manner that allows everyone to participate. Use adapted vocabulary to make sure that the group remains an open space and communication accessible.

Also consider that migrant women all have different histories, and may have difficulties integrating, discussing their history and interacting in training. When developing a training, you have to think about creating a learning environment where trainees can learn and express safely their motivations, fears, needs, desires, etc.

Creating a safe space for training is not just about the training tools. It is also about trainers' behaviour. It can have a significant impact on how others feel and how we keep ourselves and others safe online.

Keep in mind feelings are subjective and as such cannot be quantified. However, you can evaluate them by asking a person to identify and express the way they are feeling.

The learning environment must be safe, engaging and inclusive. It should also encourage feedback from all participants. Feelings of safety are constantly evolving but there are three universal principles that can enhance this feeling:

1. The "do no harm" principle.
2. Inclusiveness - we are all in this together and we all have a role to play.
3. Adaptability and resourcefulness.

In order for the training to be effective and efficient, the **online access for the migrant women must be planned in detail**. The online access which includes platforms such as: Google Meet, Discord, Jamboard and Google Classroom, all of which are free, easy to use and readily available on all operating systems, most importantly on smartphone operating systems. Apart from teaching them about the online access and its use, instructors educate the migrant women about the learning platforms.

If at all possible, an in-person meeting with the migrant women needs to be held by the trainer in order to determine the skill levels and scope of the knowledge; the trainers will perform interviews, implement tests and surveys, as well as report on the progress in order to determine the measures that need to be taken in the learning process.

On the other hand, the in-person meetings will also help the migrant women understand the learning process and clear up any misgivings they might have about it. If at all possible, the in-person meetings should also be held one-on-one with each woman migrant. Meeting every migrant woman individually will provide both parties with more insight and comprehensive understanding.

The purpose of the training is to help migrant women develop and improve their skills in the area of entrepreneurship, so it is logical to have the members of the target group of the training influence the method which will be used to teach them. That is why the input of migrant women regarding the delivery of the training is paramount.

An online training requires an attentive organization in order to create a safe space and offer dynamic activities. It's important to know which kind of digital equipment trainees have. Considering the different profiles of migrant women, it is important to understand that some of them may be very advanced and have their own computer (with internet connection), while others may be more distant from digital tools. Keep in mind that some women may also be using their phones for training and may not be able to use certain software/digital platforms.

Finally, it seems essential to succeed in creating an online training that links both plenary and small group moments. It is therefore necessary to create a training that allows to combine these moments and to keep a safe space and to help migrant women in their entrepreneurial process.

4.3.3 Benefits and challenges for training women migrants in hybrid or virtual environments

The benefits emerging from the application of distance learning for women migrants can be summarised in the following points:

- Easier contact with the trainers and the organisations which support their integration in the host communities;

- Cheaper and sometimes free educational opportunities in the host country, such as: language and culture classes, webinars on different helpful themes (settling, diploma recognition, starting a business, managing a business and etc);

Beneficial for those who cannot attend programs due to health complications, cultural limitations, parenting demands, or any other situations which make it necessary to be confined to the home. Migrant women's lack of adequate digital skills to attend and take an active part in the training may be a potential detractor to the impact of the Training in the hybrid and virtual learning environments.

Main challenges to successful distance training of migrant women:

4.3.3.1 Needs Identification

An effective training needs analysis is vital to the process of training because the trainer needs to be clear on what the needs and expectations of every woman migrant participating in the training are. A significant challenge in this regard and when it comes to distance learning is trying to meet the needs of all trainees. In any given online "classroom" there is such a wide range of readiness levels, language levels, and backgrounds.

4.3.3.2 Time constraints

Time may be a crucial factor that's putting the trainer off when it comes to training needs analysis. The thought of sitting down and spending so much time planning before it even comes time to start organising the training sessions may feel like a waste of time, and the trainer may be tempted just to jump in without any real planning. It will take some time to get the training needs analysis set up correctly, but the time investment will be well worth it! Not only will the trainer have a really clear idea of the exact type of training migrant women need, the trainer will also know exactly what training he doesn't need to offer, so it will be much easier to pull together the training schedule and know who needs to attend which training sessions.

4.3.3.3 Managing changes

Dealing with changes due to internal organisational changes, technology, budgets, staffing and crisis (as COVID-19 situation) is one of the barriers for the success of training with migrant women. In fact, structural changes or fast adaptations should be considered by the trainers before starting courses, because nowadays things are constantly changing and in continuing evolution. The Covid-19 crisis is one of the best examples about the consequences and the problems that quick changes can represent in the success of their work.

4.3.3.4 Engaging Learners

Continuous communication about the importance and the benefits of learning is one of the keys to engage learners. Regarding migrant women's life challenges, it is sometimes complicated to keep them engaged during training. Their life priorities (child care, home tasks, financial resources, etc.) and their cultures (for example, a different opinion about the importance of studying) are often different and this can influence their motivation and engagement.

4.3.3.5 Training Materials / Tools

One of the biggest challenges in digital training for migrant women is the material/tools that will be used. Trainers will be confronted not only with economic issues (internet access and IT equipment access), but also with low digital skills. As a result, as a trainer of migrant women, you should:

- Make tutorial videos for users to help them navigate and trouble-shoot the new digital platforms. Small group Zoom calls will become your new guided reading platform.
- Make differentiated BINGO choice boards to allow users to work on projects and assignments that they were most interested in and could complete at their level.

4.3.3.6 Cultural and age differences

Knowing how to deal with cultural differences is one of the most important skills that a trainer for migrant women should have and/or develop. Cultural differences can affect the delivered training. Trainers need to start to know their groups better, before starting and be very attentive throughout the training. Another important point concerns the cultural group heterogeneity, very often trainees have different cultural origins and even ages, this point needs special attention, because trainers will need to deal with it. An active listening and continuous communication can help to know the trainees better and adapt contents, methods and materials for a successful training.

4.3.4 3.4. Training Delivery - Tools for Digital Learning

The training delivery consists of identifying a Learning Strategy - Methods and Tools for sustaining attention and interest during the online training (use of ice-breakers, online tools for interactivity, use of homeworks and groups etc.). These cover communication platforms and tools, distance learning tools and tools for interactivity and collaboration in digital environments.

4.3.4.1 Communication platforms and tools

Google Meet is a video-communication service which can be used by trainers and migrant women to participate in 1-to-1 video calls for up to 24 hours, as well as hold group chats with up to 100 participants for free. The platform is highly accessible and user-friendly – available on all smartphones, which makes it one of the best learning tools for migrant women.

https://meet.google.com/

Discord is one of the newer advancements in the area of communication. Migrant women and their trainers can use this platform to exchange voice calls, video calls, text messages and media files on their smartphones, for free. The learning process can be made simpler and more effective with the use of Discord's features of screen sharing, group texting and group voice and video calls. The application is available in all app stores for no charge.

https://discord.com/

ZOOM. Zoom has become one of the most popular video communications applications, especially during the Covid-19 pandemic. Zoom allows migrant women and trainers toou to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and take advantage of the other features. The migrant women will be able to use it without an account and the platform is compatible with many different kinds of operating systems. Is it possible for the trainer to organize a meeting or a lecutre (even if with a short timetable) without paying. It's easy to use and it can be used by a computer, a tablet or a smartphone which makes it readily available to migrant women.

https://explore.zoom.us/fr/products/meetings/

WhatsAPP. WhatsApp is a free, multiplatform messaging app for video and voice calls, send text messages, send documents, etc, simply to use, available all over the world. This application is one of the most used by migrant women, it means that it's one of the best options to communicate with the target group during a training. The possibility to send documents is also an advantage, because some homework can be sent through it and since this application is used in their daily communications, it's easy to keep them motivated. In fact, WhatsApp allows women to remain more attentive during the course sessions because, for example, if we send documents through this application they will look at it more easily than in their email boxes or another application with which they are less familiar with.

4.3.4.2 Distance Learning Tools

Google Classroom is a free blended learning platform developed by Google that can be of great use to trainers and migrant women because it simplifies creating, distributing, and grading assignments. Google Classroom contains all the learning tools in one place, and it is built for collaboration between the migrant women and their trainers. The platform is also incredibly easy to use, even for technological novices, and it is accessible from anywhere, as it is available in all app stores for free. https://edu.google.com/products/classroom/

ZOOM Meetings. Zoom has become one of the most popular video communications applications, especially during the Covid-19 pandemic. Zoom allows migrant women and trainers to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and take advantage of the other features. The migrant women will be able to use it without an account and the platform is compatible with many different kinds of operating systems. Is it possible for the trainer to organize a meeting or a lecture (even if with a short timetable) without paying. It's easy to use and it can be used by a computer, a tablet or a smartphone which makes it readily available to migrant women.

WordPress. WordPress is a free, open-source content management system. It can be used to create websites and blogs, media galleries, discussion forums, etc. Creating an online course through Wordpress can facilitate introducing interactive content, interactive exercises and create open discussions between all the participants. https://wordpress.com/

Example of an French language online course: FISPE à distance – Continuez à apprendre le français, quand vous voulez, où que vous soyez ! (wordpress.com)

Edmodo. Edmodo is an application that gives trainers the tools to share engaging lessons and build an interactive training community. It's very simple to use and allows the management of online courses lessons by different persons (design as administrators) at the same time, this is very important to keep in mind because very often social work is a job where the turn-over is very common, as the volunteer work, what reveals the importance of working with materials and tools that make it easy to adapt it. https://new.edmodo.com

4.3.4.3 Interactivity and Follow-up activities:

Jamboard is another tool provided by Google that could be extremely valuable to migrant women due to its availability. Jamboard is in its essence a white board. Multiple users can simultaneously add content, pose questions and make edits, making learning visible and accessible to all collaborators on the jam session. The instructors can engage with migrant women regardless of their location or preferred learning process. Interactivity, group work, and participation in online environments.

Padlet. Padlet is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students. This application permits to create interactive sessions and an easy-to-read visual of what is important regarding the target group: migrant women. They are usually not familiar with online content and it facilitates their comprehension of the content. Padlet: You are beautiful

LearningAPP. LearningApps is a free Web 2.0 application, where it's possible to create small interactive modules. Those modules can be used directly in learning materials, but also for self-studying available to everyone and create a specific interactive learning scenario. **learningapps.org**

Edpuzzle. Edpuzzle is a free application that can be also used in a tablet or a smartphone that allows trainers to create a lesson by any video. Is it possible to choose a video from a wide variety of verified video channels or upload one. With Edpuzzle is it possible to insert questions, voiceover or audio notes in the chosen video. This can be very useful when working with migrant women, because they can access easily from everywhere (with an internet connection) and with no time barriers, which is very important to keep them engaged and motivated. **Edpuzzle**

4.4 TIPS FOR PROFESSIONALS - TRAINERS AND SUPPORT ORGANISATIONS OF WOMEN MIGRANTS

Distance learning is difficult for people with a low level of digital skills. The benefits of it however are exponential. It is essential that support is provided for migrant women and refugees in increasing their digital skills, because the digital world is the future, and they must learn how to access and participate in this new world through technology. We cannot leave anyone behind. However, we cannot also ignore the level of skills when we design the training and support materials for them.

There are several tips which can ensure successful transfer of knowledge to women migrants in the digital environment:

1. **Do the homework** - learn about the women migrants, assess their level of digital skills and learn on the availability and access to internet and equipment.
2. **Sensitively explore cultural differences** arising from the background of the women and how these can be transformed into factors which support the learning process, not as obstacles to the same;
3. **Be simple**! - When it comes to remote learning, simplicity is often key. The goal should be for all instructions to be as easy to access as possible for both the migrant woman and the trainer. Tasks can be technologically simple to complete but still require depth of knowledge. Keeping things simple can also improve accessibility for learners who don't have good access to Wi-Fi and computers. A simple process can allow them to access their work and complete it on a smartphone or a smart device if a computer is not readily available.
4. **Be concise!** - Instructions should be clearly communicated in a way that the target audience can understand. Why is this so critical? Trainees / Learners are overloaded with directions and assignments that must be completed, and especially migrant women who are going back to school or studying for the first time.

When face to face or video meetings exist, it's easy to verbally reinforce what needs to be done, but this is not always possible. Therefore, it becomes essential to keep instructions extremely clear. This

may also be particularly important when working with migrant women who are not familiar with the wording used in classes. Forums, chats, emails, telephone calls, video explanations of tasks, etc., can be very useful. Be creative - work around the limitations. Research and explore the possibilities which are at your disposal provided by the unlimited supply of solutions on the internet. You set an example with these activities by opening them up to the opportunities of the digital world;

1. **Communicate and work with the women** by using few platforms they are most familiar with and which will also be important for all their future digital activities. Let the learning curve work for you! One of the most important things we do as trainers is connect with the trainees and teach them how to connect with others. These connections help motivate the migrant women, inspire them to work hard, build their confidence, and often realise things about themselves that they didn't know before. This social and emotional learning is an invaluable component.
2. **Remember to celebrate!** One of the joys of learning is the opportunity to celebrate. Any progress no matter how small is important. Even though we were all away from each other it didn't mean that celebrations weren't important anymore—in fact, they may have been even more important. So, you sang as a class on your Zoom calls for birthdays, mailed awards or certificates for achievement when certain academic milestones were met etc. Do not forget though to assess their progress and adjust goals regularly.
3. **Stay Flexible!** - Flexibility is a very important competence that a trainer should have when working with migrant women. On the one hand, it's important to contribute to their empowerment in their learning process, each participant will bring their own knowledge, skills, cultures and the trainer should be open to let them collaborate and to include them in the training. It's not only good individually (motivation, engagement, self-empowerment, objectives, etc.) but also to all the other participants (trainer and trainees) because it enriches the training (content, developed skills, methods, materials, etc.).

On the other hand, trainers should be flexible about work organisation (timetables, tasks, deadlines, etc.). Migrant women are a target group with special needs, for example, sometimes they have urgent problems with their children so they need to stay at home to take care of them or go to a doctor with them and it's impossible to participate at a online or face to face meeting or do their homework in defined deadlines, It's important, to keep them motivated, to keep them 'in the course' until the end, to give them a real opportunity to learn to be flexible and create strategies in order to permit them to achieve successfully the training. An example can be by giving them some extra homework or proposing an individual meeting when they couldn't come.

Chapter 5

BEST PRACTICES

Chapter 5. BEST PRACTICES

5.1 INTERCULTURALITY

CanDo Refugees KA2 Erasmus Plus project: The aim of the project "Can Do Refugees 2.0" (2018 – 2021) is to professionalize and to empower people working with refugees on a professional and voluntary basis. Manuals offered in EN-GE-FR-SP-GK-AR. This project aims to enhance professionals' competencies working with groups with migrational backgrounds. Educational resources offered propose a number of practical tools and innovative methods which will enhance trainer's professional development in terms of knowledge, skills and competences. Content is diverse and clustered by topics and objectives, including methodology, theoretical framework, trust-building exercises and main activities

5.2 GENDER

There are many examples of implemented projects at international level that sought to help trainers adopt a more gender-sensitive approach. The first one we want to mention is the *GENDER AND LABOUR MIGRATION TRAINER'S MANUAL*, developed by the Organization for Security and Co-operation in Europe (OSCE) in 2011. This manual is freely available online and it is directed at trainers. It encompasses 4 modules and is structured in a very open and flexible way – the modules can be consulted separately and can be highly tailored to the needs of the trainees. It is not only aimed at host countries, but the manual also facilitates the preparation of sending countries as well. This manual represents an extensive set of tools and methodologies for trainers to introduce and support them in their job.

Another key example that needs our attention is definitely the Reach Inclusion Through Digital Empowerment For Migrant Women (RIDE) project, financed by the Asylum, Migration and Integration Fund (AMIF) of the European Commission. This project aims at including migrant and refugee women into the digital labour market giving them the possibility to re-skilling or upskilling in the digital sector by specially designed courses and enabling them to start working. This project is an important one for trainers because it provides a methodology to overcome one of the main stereotypes of (migrant) women which is the belief that they do not fit into tech jobs. This project provides a point of view that trainers need to adopt when preparing their training sessions. You'll learn about: Creating a safe space for women - Developing the suitable approaches and skills as a trainer to work with migrant women - Searching for funding, and Involving stakeholders.

'In **Amsterdam**, the K!X project gives migrant women job-focused language training and mentoring. The intensive language courses are designed for women that arrived in Amsterdam as refugees and hold a right to work in the city. Women enrolled in the year-long courses learn Dutch at the same time as picking up skills in communication, giving presentations and networking. They are trained by professionals and by volunteers who themselves once arrived in the Netherlands as refugees, and given mentorship by business professionals who help them to expand their professional networks.

The women also visit local employers with whom they discuss the world of work and the specificities of the local labour market. "At the end of the training we noticed a huge boost in confidence with these women," remarks Niels Tubbing, Amsterdam's Senior Policy Advisor on Civic Integration of

Migrants and Refugees, and Chair of the Eurocities Working Group Migration and Integration. Though the programme was designed for women, male migrants are also eligible to join, and its success has already seen its methods brought over into other integration programmes such as K!X Spotlight which is now being run in seven other Dutch municipalities.'

https://eurocities.eu/latest/10-ways-to-make-integration-gender-sensitive/

5.3 ENTREPRENEURSHIP

SINGA is an international community of 50,000 members in 17 cities in 7 countries. In France, Singa promotes the creation of links between newcomers and local people. The goal is to develop the social and professional network of each person and to allow everyone to reach their full potential.

SINGA has set up innovative online training courses on entrepreneurship. You can choose to do a training to launch your entrepreneurial project or to become a mentor, participate in the creation of collective training, etc. The training programs give an interesting idea of the good practices we can put in place for online training. https://singafrance.com/accompagner-un-projet/

The WECAN project helps women, through a coaching system, to create their business and develop their entrepreneurial skills. The training was fully implemented online, during 5 days. It was intended for women who are already entrepreneurs and who want to become coaches for women who want to start their own business.

During the training, many activities on entrepreneurship were set up and this thanks to the use of digital tools. The project has developed a methodological guide, a toolkit for the training, as well as numerous activities on entrepreneurship. http://www.wecanproject.eu/index.php/en/

The DSSIE project is less related to specific training on entrepreneurship, but rather on digital tools to create a business. The project addresses the issue of using social networks and digitalization.

It is a very well done project with effective templates that can be easily used by everyone. Using digital skills and with a "Route Map" program, the project allows one to have access to several trainings to acquire digital skills, and thus develop one's company. http://dssie.online/

The CARE2Entrepreneurship project is an example of a project on entrepreneurship that allows the development of innovative and adapted training. This European Erasmus KA2+ project targets people between 18 and 30 years old and specifically women from disadvantaged backgrounds. A curriculum was built and tested at the European level. The young people were able to develop their entrepreneurial skills and other skills needed to be successful young entrepreneurs.

In Output 2, 2 e-courses were created and addressed to young youth professionals to support the target audience. https://c2eproject.org/about-the-project/

5.4 DISTANCE LEARNING:

MOOCs4Inclusion . http://ceur-ws.org/Vol-1841/P02_114.pdf from point 3 onwards - MOOCs for Inclusion initiative is described

NOW: New Opportunities for Women. NOW online is a platform that provides migrant women with the learning materials for personal and professional development, and tips and advice on how they can develop their professional and personal leadership skills. The aim of the platform is to inspire them to expand their horizons and achieve beyond their perceived potential.

The purpose of the NOW project is to support all women, while putting an accent on migrant women because of the particular challenges they are faced with. Regardless of whether they are a leader, aspiring leader or just want to achieve their personal goals, the programme is designed to help the process along.

The resources and topics provided by the NOW project are:

Personal development - improving yourself. This resource will help migrant women identify their own strengths, abilities, values, and perceptions of themselves.

Topics: Strengthening Myself and Managing My Emotions

Social Empowerment: A resource that will help migrant women recognise what they can do to support other women and to advance the empowerment of women in their own households, families, networks and communities.

Topics: Influencing Others and Promoting Gender Equality

Leadership Assets: A resource that will help identify the skills, attitudes, and assets migrant women should develop if they want to take on a leadership role. These learning materials will inspire them to develop their leadership 'toolkit' so that they can reach new heights and achieve their personal and professional goals.

Topics: Inspiring Others and Reaching Goals

Inspiring Female Role Models – 16 videos profiling successful female leaders. Some of the women portrayed are business leaders, some are activists, some are leading change in their local communities. Regardless of the different leadership roles they have, all the women are inspiring.

Mentoring – The NOW project has prepared guidelines and documents for those interested in offering their time and experience as a mentor, however if they feel that they would need some additional support and training first, the Train the Mentor section is available.

Learning resources included: Mentoring Cycle and Train the Mentor programme.

http://nowmooc.eu/index.php/elementor-214/

REFERENCES AND SUPPORT LITERATURE

REFERENCES AND SUPPORT LITERATURE

INTERCULTURALITY

Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters Ltd.

Cinardo, J. (2011). Male and Female differences in communicating conflict. p.7-18 Retrieved December 2021 from https://www.coastal.edu/media/administration/honorsprogram/pdf/Cinardo_Communication.pdf

Catteeuw, P. (2012). A Framework of Reference for Intercultural Competence. A 21st century Flemish Experiment in Capacity Building in Formal Education. Brussles: FARO.

European Commission. (2011). *Strategy for equality between women and men 2010- 2015.* European Union. Retrieved January 19, 2016 from https://op.europa.eu/en/publication-detail/-/publication/c58de824-e42a-48ce-8d36-a16f30ef701b/language-en

European Commission. (2012). *Intercultural competences for all. Preparation for living in a heterogeneous world. Pestalozzi series No.2.* European Union.

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival (3rd edition)*. New York: McGraw- Hill.

Robinson, K. (2001). *Out of Our Minds. Learning to Be Creative.* Westford: Capstone.

Trompenaars, F., & Humpden-Turner, C. (2012). *Riding the Waves of Culture: Understanding Diversity in Global Business*. New York: McGraw-Hill.

GENDER

Gil, I. (2016). *Construction of Stereotypes and Their Effects on Education*. Florida International University, USA. https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1518&context=sferc

Cho, Y., Kalomba, D., Mobarak, A. M., & Orozco, V. (2013). *Gender differences in the effects of vocational training: Constraints on women and drop-out behavior*. The World Bank. https://documents1.worldbank.org/curated/en/882971468272376091/pdf/Gender-differences-in-the-effects-of-vocational-training-constraints-on-women-and-drop-out-behavior.pdf

Heiniger, M., Imdorf, C. (2018). *The role of vocational education in the transmission of gender segregation from education to employment: Switzerland and Bulgaria compared*. J Labour Market Res 52, 15 https://doi.org/10.1186/s12651-018-0248-6 ; https://labourmarketresearch.springeropen.com/track/pdf/10.1186/s12651-018-0248-6.pdf

Equal Opportunities Commission. (1999). *Gender issues in vocational education and training and workplace achievement of 14–19 year olds: an EOC perspective*, The Curriculum Journal, 10:2, 209-229, DOI: 10.1080/0958517990100204 https://www.tandfonline.com/doi/abs/10.1080/0958517990100204?journalCode=rcjo20

UNESCO. (2010). *Gender Issues and TVET*. United Nations. https://unevoc.unesco.org/home/Gender+issues+and+TVET&context=

UN Women. (2016). *Gender on the Move - Working on the Migration-Development Nexus from a Gender perspective*. United Nations. https://trainingcentre.unwomen.org/RESOURCES_LIBRARY/Resources_Centre/4-BOOK-GenderOntheMove_En_Final.pdf

UNESCO. (2021). *Education and Gender equality.* United Nations. https://en.unesco.org/themes/education-and-gender-equality

ENTREPRENEURSHIP

OECD and Baycan-Levent, T. (2010). *Migrant women entrepreneurship in OECD countries*, https://read.oecd-ilibrary.org/social-issues-migration-health/open-for-business/migrant-women-entrepreneurhip-in-oecd-countries_9789264095830-12-en#page10

Haandrikman, K. and Webster, N. A. (2020). *Migrant, woman and business owner: A heterogeneous group with diverse needs*, https://www.diva-portal.org/smash/get/diva2:1501220/FULLTEXT01.pdf

UNCTAD. (2018). *Policy guide on entrepreneurship for migrants and refugees*, https://unctad.org/system/files/official-document/diae2018d2_en.pdf

Baycan-Levent, T. and Nijkamp, P. (2006). *Entrepreneurship: Driving Forces, Motivation and Performance*. RePEc.

Baycan-Levent, T. and Nijkamp, P. (2007). *Characteristics of Migrant Entrepreneurship in Europe*. RePEc.

Brieger, S.A. and Gielnik, M. M. (2020). *Understanding the gender gap in immigrant entrepreneurship: a multi-country study of immigrants' embeddedness in economic, social, and institutional contexts*. RePEc.

Guzy, M., European Microfinance Network. (2006). *Nurturing immigrant entrepreneurship - A handbook for microcredit and business support*, European Microfinance Network https://www.findevgateway.org/sites/default/files/publications/files/mfg-en-toolkit-nurturing-immigrant-entrepreneurship-a-handbook-for-microcredit-and-business-support-2006.pdf

Bacigalupo, M., Kampylis, P., Punie, Y., and Van den Brande, G. (2016). *EntreComp: The Entrepreneur-ship Competence Framework*.

Tamashiro, T. (2018). *How to Ikigai*. Retrieved 16 February 2022, from https://youtu.be/pk-PcJS2QaU

Beckett, D. (2016). *How to give the perfect pitch*. Retrieved 16 February 2022, from https://www.youtube.com/watch?v=Njh3rKoGKBo&ab_channel=StartupAmsterdam

DSSIE | Digital Skills for Socially Inclusive Entrepreneurship. (2022). http://dssie.online/

Partners, A., Description, P., Partners, P., Guide, I., Guide, I., & Guide, I. et al. (2022). *Women Coaching Women*. http://www.wecanproject.eu/index.php/en/

Care to entrepreneurship. (2022). *The Theory of Change*. https://c2eproject.org/the-theory-of-change/

PMD Pro. (2022). Retrieved 16 February 2022, from https://pmdprostarter.org/

DISTANCE LEARNING:

Li, C. and Lalani, F. (2020). *The COVID-19 pandemic has changed education forever. This is how*. World Economic Forum website. The rise of online learning during the COVID-19 pandemic | World Economic Forum (weforum.org)

Colucci E., Castano Munoz, J. and Devaux, A. (2017). *MOOCs and free digital learning for the inclusion of migrants and refugees: a European policy study*. Proceedings of EMOOCs 2017.

Picciano, G. A. (2017). *Theories and Frameworks for Online Education: Seeking an Integrated Model.* City University of New York Graduate Center and Hunter College. https://files.eric.ed.gov/fulltext/EJ1154117.pdf?fbclid=IwAR2_9PYmEeR5sqguSZ8pUdLrXBenzopA9SshVSMAarxDJyE7Ab89MCYwgsQ

University of the People. (2020). *What is Distance Learning? The Benefits of Studying Remotely.*University of the People. https://www.uopeople.edu/blog/what-is-distance-learning/?fbclid=IwAR2lKTVL XPU_dI2e_CFS2qV0Z_GstiIx50CNPNcf2-yHxR8Vj3b7kkFD21I

Personal Development. (n.d.). New Opportunities for Women. http://nowmooc.eu/index.php/elementor-214/

Google Meet. (n.d.). Google. https://meet.google.com/

Your Place to Talk and Hang Out. (n.d.). Discord. https://discord.com/

Classroom | Google for Education. (n.d.). Google. https://edu.google.com/products/classroom/

Carlo SMALDONE VILLANI, Empowering migrant women through building entrepreneurship skills, 29 November 2021, https://epale.ec.europa.eu/en/content/empowering-migrant-women-through-building-entrepreneurship-skills

Aubrey, K., and Riley, A. (2020). *Understanding and Using Challenging Educational Theories* (Second éd.). SAGE Publications Ltd.

Erkens, C., Schimmer, T., and Vagle, N. D. (2017). *Essential Assessment : Six Tenets for Bringing Hope, Efficacy, and Achievement to the Classroom (Deepen Teachers Understanding of Assessment to Meet Standards and Generate a Culture of Learning).* Solution Tree Press.

Ko, S., and Rossen, S. (2017). *Teaching Online* (4e éd.). Routledge.

Mosquera, S., and da Palma, J. P. (2020). *Multidisciplinary Approach to Entrepreneurship Education for Migrants*. Business Science Reference.

Margaryan, T. (2021). *Understanding the Needs of Migrant and Refugee Women in Entrepreneurship and the Creative Sectors: Initial Findings of the WomInCreativePower.* European Commission. https://epale.ec.europa.eu/en/user/121972

Vidéoconférence, Téléphone Cloud, Webinaires, Discussions, Événements virtuels | Zoom,ZOOM Meetings. (n.d.) https://zoom.us/

On your way? Take WordPress with you, WordPress. (n.d.). WordPress.com

Edmodo. (n.d.). https://new.edmodo.com

Padlet: You are beautiful, Padlet. (n.d.). https://fr.padlet.com/

LearningAPP. (n.d.). learningapps.org

Edpuzzle. (n.d.). https://edpuzzle.com/discover

LET'S Digital

LET'S Digital

PROJECT PARTNERS

Euro circle – Europe Direct Murcia

i-Box create

Knowledge Center

Asociación PROGESTIÓN

Programma integra

FISPE

www.lets-digital.eu

Co-funded by the Erasmus+ Programme of the European Union

Let's Digital Project Is co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.