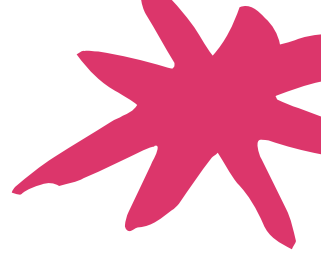




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Marielle
Never stop rising

Marielle

Never stop rising

Good practices in advancing women empowerment



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KA204-F178EE25



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ABOUT THE PROJECT

The project called “Marielle - Never stop rising” derives from the desire to start a process of exchange of good practices and both personal and professional enrichment of operators who work with vulnerable women, victims or subject to episodes of violence or discrimination and at risk of social exclusion.

The idea of the project name came up on the first death anniversary of the Brazilian civil rights activist Marielle Franco, killed by unknown murderers: inspired by her, we want to continue and spread her commitment to promote women's rights and empowerment in Europe.

The countries involved in the project are Italy, Bulgaria, Greece, Spain, Turkey and Georgia.

All the partners have an extensive experience on the topic at local level and they have carried out different projects with various types of institutions. However, for many of them, this project represents an opportunity to internationalize their activities.

The project aims, as a general objective, to contribute to gender empowerment and to prevent violence against women at risk of marginalization.

Its specific objectives are:

- to foster the achievement by educators and social workers of specific skills in order to support to women at risk of

marginalization, victims of violence and gender discrimination through an exchange of good practices;

- to raise the level of awareness and the development of life skills in women at risk and victims of violence in order to support them in the process of emancipation from marginality and oppression conditions;
- increase the commitment of organizations in empowering and preventing discrimination and violence against women by creating a European network that could act locally and internationally through the use of active methods.

The project includes three short term joint staff training events on the following topics:

- economic empowerment of women;
- socialization and self-esteem as a tool for self-efficacy;
- social tailoring as a tool to make gender-based violence emerge and to acknowledge the importance of the relationship between the target groups and the urban environment in which they live.

After each training, the partners will implement laboratories at local level in order to test the methodologies learned.

The project participants have been:

- educators and operators working with partner organizations;

- women, victims of discrimination and violence and at risk of marginalization;
- volunteers from organizations that will support the development of local activities and all members of the educating community who will participate in local initiatives and dissemination events.

The whole project transversally applied the following methodologies:

- mutual learning;
- peer education;
- cooperative learning and active learning methods;
- intercultural education;
- non-formal education.



1. THE EFFECT OF THE PANDEMIC ON GENDER-BASED VIOLENCE

1.1 Some data

One in three women worldwide experience physical or sexual violence mostly by an intimate partner. Violence against women and girls is a human rights violation.

Gender-based violence has several types and scenarios such as physical and sexual but also psychological, economic but also familiar and others. Said so, enormous efforts should be destined on raising awareness among societies and communities of all ages. Health actors are essential, but also schools, families, and communities. We should mainstream gender and intersectional approaches and strengthen local, national and international cooperation among multiple stakeholders to eradicate this phenomenon.

Since the outbreak of COVID-19, emerging data and reports from those on the front lines, have shown that all types of violence against women and girls, particularly domestic violence, has intensified.

We need a global collective effort to stop this phenomenon. As COVID-19 cases continue to strain health services, essential services, such as domestic violence shelters and helplines, have reached

capacity. More needs to be done to prioritize addressing violence against women in COVID-19 response and recovery efforts.¹

Some information about the state of gender-based violence nowadays:

- Violence against women – particularly intimate partner violence and sexual violence – is a major public health problem and a violation of women's human rights.
- Estimates published by WHO indicate that globally about 1 in 3 (30%) of women worldwide have been subjected to either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.
- Most of this violence is intimate partner violence. Worldwide, almost one third (27%) of women aged 15-49 years who have been in a relationship report that they have been subjected to some form of physical and/or sexual violence by their intimate partner.
- Violence can negatively affect women's physical, mental, sexual, and reproductive health, and may increase the risk of acquiring HIV in some settings.
- Violence against women is preventable. The health sector has an important role to play to provide comprehensive health care to women subjected to violence, and as an entry point for referring women to other support services they may need.

¹<https://www.who.int/news-room/fact-sheets/detail/violence-against-women>



According to estimates by the World Health Organisation in 2018 (when the project was born), one in every four women within the WHO member regions, will be a victim of gender-based violence at some point in her life. The proportion of women who are victims of physical violence by a partner within the member states in Europe was estimated at between 12 and 35 per cent. In 2018, approximately 13 million women within the EU had experienced physical violence in the last 12 months. These figures correspond to a total of 7 per cent of women in Europe, aged between 18 and 74 years. In recent years, in Europe, in order to face such incredible violation of rights, in addition to the fundamental advocacy and field work carried out by the numerous NGOs, the emergence of several grassroots movements (#metoo #nonunadimeno #8marzoglobalstrike)



as well as the emergence of several prominent female figures, who soon became a reference point for international movements engaged in the fight for women's rights, has been fundamental. Among these, the figure of **Marielle Franco**, Brazilian politician and sociologist, civil rights activist, who was barbarously murdered exactly one year ago by an armed commando. It was Marielle who inspired us, one year after her murder, to continue her commitment to women's rights and empowerment in Europe. Starting from this analysis and from the desire to amplify the message of hope and determination that Marielle wanted to bring to women all over the world, our project therefore aims to create a European network of organizations engaged locally and internationally in empowerment and violence prevention activities, activating an exchange of good practices and training for educators and social workers.

Our project moves from the experience of intervening in aggregation centers, social spaces, toy libraries, the many places where educators and operators daily activate contacts and paths of trust with women. Talking about violence, knowing how to recognize it, being able to facilitate the emergence of deviance, requires special attention, a strategy, and a professionalism that operators often need to strengthen and enrich through specific updates.

The 'Marielle' project therefore stems from the need to build a network of European organizations engaged on a local and international basis in activities of empowerment and prevention of violence with women at risk of marginality, in order to activate a comparison of good practices, to build and test a toolkit with a high level of usability and to train new educators able to welcome and facilitate the emergence of the critical situations highlighted above.



1.2 A focus on partner countries

1.2.1 In Greece

The Covid-19 pandemic has affected everyone's daily life and in many cases daily work. In our case, Covid-19 mostly affected our work on the field and the face-to-face relations. Due to the nature of our work, many tasks cannot be done online because we mainly work with vulnerable groups for whom it's not easy to be online.

We were not able to have any events or visit refugee camps, colleges and schools and come in contact with migrants/refugees, educators, students, or other activists. Another issue was that the activities that had started before Covid, needed to be cancelled or postponed and both inside partnerships and internally we had to rearrange everything.

Undoubtedly, COVID-19 pandemic has affected individuals all around the globe, yet migrants have to deal along with the rest of their problems including relocations obstacles as travelling is banned, services delay as local services are shut down until further notice and social integration crisis since their social contact is banned to prevent a disease spreading.

However, Covid 19 proved that it is essential to equip these vulnerable groups with essential tools that will boost both their professional skills and psychology as well.

As everything is transferred into the digital world, it is vital for mentors, educators/ facilitators to train themselves and groups that

they work with in order to use online tools that would allow them in the following stage to learn new skills and become efficient with new technologies in order to keep up with the constantly changing world.

In Greece, gender stereotypes and discrimination cases are influencing women's daily life, as well as their working status, payment, and position. Covid-19 affected these incidents negatively and highlighted the gender inequality that does exist.

Everyday life changed during the quarantine, especially during the first year of the pandemic. Women, had to work from home, as everybody, but in most of the cases their role in the house contained to do on the same time the housework and take care of the children that were attending school lessons online. Of course, these responsibilities change according to different families and situation. However, the stereotypical Greek mother is responsible for taking care of the house and her children. Unfortunately, during the pandemic unemployment increased as well as the gender pay gap.

The fact that Covid-19 captured people/couples/families at home had a huge impact on domestic violence increase. It is noticed that more and more women and children are facing domestic violence during this period. The huge number of incidents that had been reported during the first year of the pandemic lead lots of organizations to set help lines and provide psychological or other support.

It is important to note that Covid-19 pandemic affected migrant and refugee women even more. Most of them working as caretakers of

children and elderly people lost their jobs because they could not move freely and did not get any of the allowances other workers got because they work usually without any security.

In general, the pandemic was just a way for all the inequalities to become (more) visible especially for vulnerable women.

-Social Empowerment Association-

1.2.2 In Turkey

Small Projects Istanbul is a non-governmental organization that establishes close relations with the community of displaced individuals as a result of conflicts in the MENA region and tries to establish their decent lives for them in Istanbul.

The Covid-19 Pandemic has deeply affected both the community and the work of the SPI team. SPI's Community Center, located in Fatih, Çapa district and actively serving, has stopped its activities in March 2021 due to Covid-19 measures.

All work carried out with the community has been moved to online platforms. The SPI team has transitioned to a full-time remote working model. During that period, when public and educational services were also moved to online platforms, SPI focused on strengthening the digital skills and capacity of the community. It held information sessions on the use of digital communication tools for online activities, and the use of the EBA (online schooling)

system developed by the Ministry of National Education, and prepared brochures and disseminated them.

In addition, the economic difficulties caused by Covid-19 have made it difficult for community members to fulfill their basic needs. To this end, SPI tried to meet the basic needs of the community by redesigning its collaboration methods.

According to your observation, how has the pandemic changed/altered the status of women in your country?

Covid-19 has caused serious changes in the social and economic lives of women residing in Turkey. Women, who are already considered disadvantaged in business and social life, faced problems such as having to stay at home, increasing responsibilities in family life, and being unemployed throughout the Covid Pandemic period.

Along with the curfews initiated to reduce the effects of the pandemic, schools and institutions have planned the way they work online. Working from home extended women's working hours, increased their responsibilities for the education of children and home organization. In addition, many women, whose social lives were restricted as a result of quarantine practices, lost or faced the risk of losing their mental health.

Losing their jobs as well as consistently sharing the same environment all the time has increased domestic violence, especially against women. With the increase in physical and psychological violence, there has been an increase in the number of applications to law enforcement and related hot lines.

Women, who make up the majority of the health sector in Turkey, were the ones who felt the effects of the virus, again, due to the extraordinary working conditions applied to them as a result of the pandemic. Despite the loosening of the laws regarding Covid-19 in Turkey today, many women carry the effects of the trauma they have experienced.

-Small Projects Istanbul-

1.2.3 In Georgia

Domestic violence is known to be one of the most prevalent forms of gender-based violence in emergency contexts². The risks of violence can be exacerbated by different circumstances such as pandemic-related fear, stress and/or economic insecurity that may become a provocative factor for abuser.

Domestic violence was one of the most widespread crimes in Georgia in 2018-2019. A significant segment of the victims (88%) was women.

The dynamic of the reported domestic violence cases in 2020 illustrated that there was no surge in crime given in Article 126¹ of the Criminal Code of Georgia ³ under the state of

²World Health Organization, COVID-19 and violence against women, March 26, 2020

³Article 126¹ - Domestic violence.

emergency⁴(March-May) when the strictest lockdown measures were enforced. Furthermore, the least number of cases was reported in April. However, there has been a trend of growth in reported domestic violence cases since April. But organizations working on the issues of violence against women and domestic violence note that more women contact them for assistance regarding violence since the state of emergency were declared.

Experience of **Association “Merkuri”** shows, that cases of women, who applied for help in 2020-2021, were more difficult, psychological conditions of victims and their children hardest and bordered with mental problems. Cases of hard mental diseases in victims applied to "Merkuri" were identified.

Official data of MIA of Georgia shows that in 2021 statistics⁵ of reported cases of domestic violence was even decreased. It's first decreasing of reported cases from 2014 year. Probably It's caused by the fact that victims live in the same space with abusers and as a result are unable to call the law enforcement body, however, using alternative means, such as social network may be easier for them.

Economic insecurity of women is shown in the 2020 Georgia Gender Assessment⁶, made by the World Bank. Georgia's gender gap in labor force participation stands at 19%, while the wage gap results in men earning 16% more than women. In Georgia, recent surveys

⁴On 12 March 2020, all public and private entities in Georgia were recommended to start remote working and a nationwide state of emergency was declared on 21 March 2020. Although the state of emergency was lifted on 23 May 2020, a part of public and private sector employees continue working remotely.

⁵The information is available on the link <https://info.police.ge/page?id=115>

⁶Country Gender Assessment. Georgia// World bank, March 2021

evidence indicates that women have been more likely than men to leave employment since the breakout of COVID-19.

The other surveys document⁷ the heavy economic toll of pandemic measures: in October, 17 % (20 % of employed women and 15 % of employed men) reported having lost their jobs, and 43 % (49 % of men and 39 % of women) reported losses in income.

The pandemic had a negative impact on perceptions of mental health. Nearly half of respondents acknowledged being affected psychologically, but with clear differences by gender: 57 % of women compared to 40 % of men.

Materials of different surveys shows that Georgia risks stagnation and even a reversal in gender equality and prevention of gender-based violence, reverse progress in endowments, economic opportunities, and agency amidst the ongoing COVID-19 crisis. Women's segregation in informal employment and unpaid family work; increased need to care for children and sick family members, and women's over representation among health workers pose risks to women's wellbeing and empowerment

1.2.4 In Italy

The pandemic has limited the possibility of meeting and socializing and the possibility of carrying out activities inside the Women's

⁷RAPID GENDER ASSESSMENT OF THE COVID-19 SITUATION IN GEORGIA, UN WOMEN, June 2020; The Rapid Gender Assessment of the COVID-19 Situation in Georgia - Second wave 2021// UNDP, UNFPA, UN Women Georgia, 2021.

Space. The activities were therefore more oriented towards territorial activities and street education, supporting women on an individual basis through the distribution of shopping vouchers, educational kits to encourage parent-child relationships, and the distribution of books and novels.

The listening desk switched to a telephone mode and Radio Spazio Donna Zen was born, a weekly broadcast that informed and animated women during the lockdown.

The pandemic increased women's sense of isolation and loneliness, increased fear and increased the number of cases of domestic violence (while the number of calls to the national anti-violence number 1522 decreased). Requests for interviews at the listening centre increased significantly due to the feeling of insecurity.

-Association Handala and Per Esempio Onlus-

1.2.5 In Spain

Since the state of alarm was decreed in Spain on March 14th, different measures have been implemented that challenged the normal development of the project.

During the lockdown, many of the services offered by **Surt foundation** were affected, suspending those that were not of the utmost urgency and reinforcing telephone services and the coverage of basic needs.

This situation directly affected the counselling services and the training and educational programmes. Many women lost their jobs, challenging their capacity to cover their immediate needs, with a particular effect on women whose principal source of income was the informal economy. Some others faced a decrease in their opportunities to improve their labor profiles since the courses and internships they started were suspended or implemented online, leading to inequalities in access due to the digital gender gap. In some cases, women who were not used to receiving job offers, especially migrant women or women from minority ethnic groups, started receiving precarious labor opportunities for insertion, both in terms of work and prevention of Covid-19.

The proper housing access, the fear of infection and the difficulty of complying with isolation (due to the housing conditions of many women, living in small and overcrowded households) were also some of the challenges identified. In turn, there was an increase in social isolation, difficulty in balancing work and family life, and an obstacle in detecting and accompanying survivors of different forms of gender-based violence, which increased due to the pandemic.

Despite the government's aid and containment measures, the precariousness and the high risk of poverty resulting from and exacerbated by the pandemic have had a negative impact on many women, either beneficiaries or former clients, and forced professionals to redesign the attention given. New services were provided, including:

- Telephonic support for migrant women with no Spanish or Catalan with difficulties understanding the new and constantly changing measures to approach the pandemic.

- Emotional support by telephone or video calls to reduce the psychological effects that the pandemic was generating or increasing, especially in cases of women survivors of gender-based violence, human trafficking, extreme poverty, single motherhood, among others.
- Virtual guidance in accessing public administration services (social security, social services, health) that were overwhelmed and, on many occasions, challenged the access to the assistance needed to cope with the pandemic, such as access to economic aids, processing or renewal of documents, among others.
- Setting up a collection and distribution point for food, clothing and other necessities for women at risk of extreme poverty.

The foundation also launched a programme focused on challenging the existing digital gap, distributing computers and internet access for women and children at risk of social exclusion.

As restrictions eased, some of the foundation's programmes and training were re-launched, albeit initially in individual or small group formats.

Today, the effects of the pandemic and its higher impact on people in situations of vulnerability, specifically children and women, require new resources to cover specific needs and redefine the existing services to the new socio-economic context.

- Fundació Surt -

1.2.6 In Bulgaria

With the beginning of the anti-epidemic measures and isolation, the cases of gender-based domestic violence in Bulgaria have increased compared to previous years. Unfortunately, there is no official statistic provided by the Bulgarian institutions regarding this matter. The data below is collected from NGOs working in this sector. During the COVID-19 situation “One of the main challenges in preventing violence has been the lack of a coordinating body bringing together both government and the civil society.” (CIVICUS, 2022).

It was reported that at the end of May 2020 eight women lost their lives after being killed by their partners, others were hospitalized after being beaten. According to the BULGARIA 2020 HUMAN RIGHTS REPORT the Sofia Police received 3.500 reports of domestic aggression and Sofia City Court issued 600 restraining orders. The hotlines for reporting violence and seeking assistance and protection increased about 50%. Messages that the NGOs working in the sector received from women victims of violence, asking for support also doubled.

The reason for that is because it was safer for them/victims/ those women to text, instead of calling while living with their perpetrator. According to the specialists who work on crisis hotlines, with the beginning of the pandemic, many children reported aggression over their mothers, and in addition, the number of calls from people who were victims of domestic violence for the first time also increased.

According to the “Prosecutor's Office of Bulgaria, there has been a threefold increase in cases of domestic violence in 2021.” More women needed support, including psychosocial and material, resulting from psychological distress linked to the pandemic and financial need due to job losses. According to the “Prosecutor's Office of Bulgaria, there has been a threefold increase in cases of domestic violence in 2021.” More women needed support, including psychosocial and material, resulting from psychological distress linked to the pandemic and financial need due to job losses.

-Association EUNI-

2. WHAT IS A GOOD PRACTICE?

A good practice is a set of guidelines that is known to produce good outcomes if followed. Good practices are related to how to carry out a task or have a determined impact on a certain environment. Formal good practice guidelines may be set by a governing body or may be internal to an organization.

Other good practices may be more informal and can be in published guidelines or even passed along informally. A good practice is usually formed naturally after years of trial and error make it clear that following a certain procedure is better than any other procedure.

An established good practice is created by an organization through research to set guidelines or benchmarks for other organizations to follow.⁸

The following good practices are the results of three years of research conducted by these seven organizations in six different countries. Each organization shared their own good practices to the other in order to understand if it was still effective when used in another context. The good practices you will find in this booklet proved their selves to be powerful and self-reliant: they sorted positive effects even if used in different languages, countries, time and general situations.

⁸<https://www.techtargent.com/searchsoftwarequality/definition/best-practice>

3. MARIELLE’S GOOD PRACTICES

3.1 Good practice 1

Summary of the proposed practice

Organiz.:	Fundació SURT
Country:	Spain
Title/Topic of your practice:	Model of Competences and Balance of Competences
Target group, profile, age range:	Women survivors of gender-based violence; women in vulnerable situations; victims of trafficking for sexual exploitation. Local and third country national women. 20-50 year sold
Since when does your organization implement this practice?	Fundació Surt has been developing the competence-based model since 1993.
How long does this practice take?	It can take one to five sessions; it depends on the specific situation of the women we are working with.
How many people might be involved in	These practices can be executed individually and in group (maximum 15 women). In cases of victims of trafficking for sexual exploitation , it is highly recommended that these

<p>this practice?</p>	<p>practices take place individually, since these women still face considerable risk of being re-trafficked.</p>
<p>Which is the local context?</p>	<p>In the specific area of social-economic integration and empowerment of women, Fundació SURT provides accompaniment and support to around 800 women every year.</p> <p>The activities regarding these areas of intervention involve the comprehensive support and information of rights and services; promotion of women’s empowerment, as an individual and collective process of awareness and exercise of citizenship rights; career counselling and support to women entrepreneurs, especially in the social economy sector; mentoring and promotion of women’s groups (cis and trans women); organization of intercultural events; intersectional and gender analysis of communities.</p> <p>Many of our beneficiaries usually come from vulnerable contexts and backgrounds, like survivors of gender-based violence, migrant and refugee women, sex workers, LGTBI community, Roma women, and victims of trafficking for sexual exploitation. One of our main challenges while addressing these matters is to engage women in the activities comprehensively, since many have specific and urgent needs that have to be covered before starting an empowerment training.</p> <p>Fundació Surt works from a feminist perspective, which means that women take centre stage in our initiatives; all projects incorporate the gender perspective in the design and implementation of all its activities. Therefore, the competence-based model helps women to identify and explore their own trajectory, analyze the environment, recover their</p>

	<p>resources and design their future, adapting the process to their own reality and context.</p>
<p>Which are its objectives and results? Which theory is standing behind it (if any)?</p>	<p>The Balance is a process with a clear purpose, the definition of the professional and vital project itself, with the person as a protagonist. In the process, as transversal objectives, we promote and facilitate the processes of change, we identify and value learning acquired in different fields, and promote autonomy and the building of a realistic and positive image of oneself. In short, the Balance holds the empowerment process of women.</p> <p>The objectives of working with competence models are to recognize the usually undervalued experiences, such as abilities developed by women in traditionally feminized, domestic tasks, such as housekeeping and childcare. Giving weight to competence rather than to qualifications and professional experience allows us to compensate the limited opportunities women have / traditionally had in the educational and work arenas due to gender discrimination.</p> <p>Competences are knowledge, skills and attitudes that constitute the set of resources of each individual in all spheres of their lives. We acquire competences through training, professional or business experiences, social life experiences and, in general, in all situations that we face on a daily basis. According to the SURT's competence model, competences are classified as following:</p>

Basic competences:

Knowledge culturally assumed as minimum and necessary requirements to access the labor market. In SURT's model, there are three groups of basic competences:

Competences related to access to work: Knowledge and skills related to the labor market, its requirements, changes and rules, and resources to access the labor market, as well as dealing with these resources.

Basic instrumental competences: For instance, reading and writing, minimum level of numeracy, oral and written understanding and expression.

Specific instrumental competences: Competences that, without being specific of one professional profile, are considered very necessary to access certain jobs or improve positions in certain occupations as, for example, computer skills or foreign languages.

Technical, professional and business competences:

Specific technical requirements to carry out the functions associated to a professional profile. These are not related to a specific job, but to a wider occupational area or professional profile, and help us to identify the common competences to different occupations. For example, interpersonal skills, customer service and quality assurance.

Transversal competences:

Set of one person's skills, capabilities and attitudes, as well as their cultural and personal background, which should be put into practice to be competent in labor situations with different complexity, for example, problem solving, communication and adaptability.

The Balance of Competences is proposed as an **orientation and awakening methodology**, based on

	<p>the identification and development of personal competences, contextualizing them in the workplace, in order to reach a definition of a personal and professional project whose objective, whether short, medium or long term, is to incorporate them into the labor market.</p>
<p>Which activities does your practice carry out on the field?</p>	<p>SURT bases its guidance, training and occupational integration programs on the recovery and assessment of the resources each individual has as a result of their life experiences (both at work and outside the labor market). Recovering these resources and valuing them as positive assets is a fundamental condition to implement a process of job placement and wider social integration.</p> <p>This is specifically relevant to transversal competences, which allow women to be active drivers of their process of integration. At the same time, working with these competences facilitates the process of transference of experiences in different spheres (educational sphere, training sphere, family, labor experiences) to objectives defined in the occupational integration itineraries.</p> <p>Our activities emphasize experimental exploration and experimentation since we use the group dimension as a constructive space of highly positive and vital experiences, always focused on the person, on their goal and interests, and their empowerment. Our practices can take one to five sessions, it depends on the specific situation of the women we are working with. To illustrate, these are examples of SURT's sessions:</p> <p>1st session (individual) – First interview: first contact between the woman and the professional. 'Getting to know each other'.</p>

2nd session (individual) – In depth interview, understanding the woman’s personal and professional background.

3rd session (individual) – Drawing a professional and vital project, answering the following questions:

- What skills do I have and at what level?
- What do I want? What motivates me to improve my professional process?
- What skills do I need in order to achieve my professional objective?
- What is the context that I find myself in? How does the business sector work?
- What can I do? How much time can I dedicate to improve my employability?
- What are my goals? How will I achieve them?

4th session (individual or in a group) – Activities to draw and illustrate the objectives discussed in the previous interviews (examples and resources can be found in the next box).

5th session (individual or in a group) – Training actions to improve professional skills, tutoring and follow-up activities (examples and resources can be found in the next box).

It is important to always bear in mind all the following factors:

STRUCTURAL FACTORS	PERSONAL FACTORS	COMPETENCE FACTORS
-------------------------------	-----------------------------	---------------------------

	<p>External economic, political, and social factors</p> <p>Situation of the business sector where I want to work</p> <p>Conjuncture of the economy and the business sector</p> <p>Economic and social policies</p> <p>Economic and social infrastructure</p> <p>Factors of discrimination</p>	<p>Formal and informal (hidden) career path and professional disposition to the sector or activity</p> <p>Training path, formal and informal</p> <p>Socioeconomic situation</p> <p>Sociocultural level</p> <p>Family situation (family role)</p> <p>Others (health status, disability, gender, gender-based violence, etc.)</p>	<p>TECHNICAL COMPETENCES Competences of the personal/professional/business profile</p> <p>BASIC COMPETENCES Determined by the sociocultural environment.</p> <p>TRANSVERSAL COMPETENCES Diagnosis competences Relational competences Facing/coping competences</p>
<p>BASIS OF THE PERSONAL / OCUPATIONAL / PROFESSIONAL PROJECT</p>			

<p>Resources (links or documents , including website)</p>	<p>Fundació Surt: www.surt.org Forward handbook for professionals: http://forwardproject.eu/wp-content/uploads/2015/12/HANDBOOK-EN-final.pdf Forward toolbox for professionals: http://forwardproject.eu/wp-content/uploads/2015/12/TOOLBOX-EN-FINAL.pdf The competent little mouse: https://www.youtube.com/watch?v=Ff3CKVtQgV0 Taking care home and abroad https://www.youtube.com/watch?v=SkHq_Xlf00</p>

3.2 Good practice 2

Summary of the proposed practice

Organiz.:	Association Euni Partners
Country:	Bulgaria
Title/Topic of your practice:	Socialization and Self-Esteem as a Tool for Self-Efficacy Training
Target group, profile, age range (e.g.: Women victims of violence, 20-30 years old):	Women, victims of violence, vulnerable women
Since when does your organization implement this practice?	2018
How long does this practice takes?	The practice offers a set of 6 workshops, which can be implemented within a timeframe from 2 weeks to 6 weeks
How many	Optimal structure: 12 participants, 1 trainer, 1

people does it (may) involve?	observer, 2 volunteers
Which is the local context?	The practice is used, at the local level to support vulnerable women, women victim of violence and at risk of marginalization. The practice has been introduced by the Euni Partners team to a local center for social rehabilitation and integration and it has become a common practice for supporting the users of the institution.

<p>Which are its objectives and results? Which is theory standing behind it (if any)?</p>	<p>Use of dance as a medium to enhance self-confidence, empowerment and communication</p> <p>Dance is an empowering medium of self-awareness. It can be used as a form of communication, subconscious education and body expression.</p> <p>Dance is considered a universal language, as it does not require words, but rather body movements and their responses. The program is specifically structured to meet the needs of women victims of violence by gradually building a sense of trust among the group members, as well as between the participants and the social workers/ therapists. Within the course of time, participants are guided to release the emotions, related to past traumatic events and transform them into deeper understanding of themselves and their role in a situation of violence. The next stage is designed to build self-confidence and inspire women to take hold of their lives and make changes, which will empower them and allow them to make improvements in all aspects of their lives.</p>
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<p>Which activities does your practice carry out on the field?</p>	<p>The practice includes a set of six workshops, each one building on the previous ones. Each workshop is thematic and consists of:</p> <ol style="list-style-type: none"><li data-bbox="314 331 963 464">1. Introduction - the social worker explains the structure of the particular work session and makes sure that everyone has understood and agrees with his instructions.<li data-bbox="314 501 963 600">2. Warm up - the participants warm up their bodies and awake their senses according to the tasks that will follow.<li data-bbox="314 636 963 735">3. Tasks - the learning and experimental phase of the workshop. The participants must follow the instructions and guidance given by the social.<li data-bbox="314 772 963 940">4. Improvisation/creation - the body expression phase, in which participants create a dance where they can alternate a sequence of established movements and improvisation, incorporating the tasks of the day.<li data-bbox="314 976 963 1075">5. Open dialogue - the phase in which participants can reflect on the session by asking questions, to both the social workers and their peers, to seek solutions.
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3.3 Good practice 3

Summary of the proposed practice

Organiz.:	Handala
Country:	Italy
Title/Topic of your practice:	A volto scoperto (<i>uncovered face</i>) / RicAmati (<i>embroideries</i>)
Target group, profile, age range (e.g.: Women victims of violence, 20-30 years old):	All types of women: victims of violence and abuse, disadvantaged, socially, economically, and culturally deprived, at risk of social exclusion. 15 – 70 years old
Since when does your organization implement this practice?	Since 2014, when the Zen Women's Space was created.
How long does this practice takes?	It is a process that can be developed over a period of time ranging from five meetings to months, because it can become an ongoing activity. The Woman's Space has been running it for several years.

<p>How many people does it (may) involve?</p>	<p>The group can vary from a minimum of four participants to twenty, one operator is needed per ten women, and if possible a psychologist is recommended.</p>
<p>Which is the local context?</p>	<p>The Spazio Donna is located in the Zen district on the northern periphery of Palermo. It is a neighborhood without services and exclusively residential, with severe socio-economic and cultural difficulties and a high percentage of delinquency. Schooling and employment rates are lower than in the rest of the city.</p>
<p>Which are its objectives and results? Which is theory standing behind it (if any)?</p>	<p>The objectives of the activity are to improve self-knowledge in order to increase confidence in one's own skills and possibilities in order to trigger processes that lead to autonomy and escape from violent situations.</p> <p>The sensorial experience of the "Team-building" activity encourages the creation of the interpersonal trust needed to build a group that enables individual expression.</p> <p>The activities "A volto scoperto" and "RicAmati" put the participants in a position to take time to listen to each other and tell their stories through a process of creative introspection in a shared context.</p> <p>OPEN FACE: The activity allows a group of women to relate and know each other better and to work on the face as a part of the body through which we express ourselves and our emotions to encourage and accompany the process of self-affirmation and the conquest of their identity</p>

	<p>EMBROIDER YOURSELF</p> <p>the activity allows each of the women involved to use the technique of embroidery to give shape to the expressions of their faces: experiment with basic embroidery techniques to know the materials, to confront different methods of execution and implementation; to exercise concentration; to transform the signs of the face in plots of memories and stories; to reflect on the use of colors for self-representation</p>
<p>Which activities does your practice carry out on the field?</p>	<p>Handala has been running the Zen Women's Space since 2014 and has so far involved more than 300 women from the area in activity of socialization, tailoring, theatre, a listening desk, study courses and different training.</p> <p>It organizes neighborhood events such as the Carnevale Sociale and Mediterraneo Antirazzista as part of the street education activities that the association has been carrying out since 2008. It carries out projects for the requalification of the neighborhood to increase opportunities for active participation and confrontation.</p> <p>Practice OPEN FACE</p> <p>After a first moment of conversation about how each of the women see themselves or imagine themselves, place the participants in pairs and with the help of a sheet of transparent acetate paper invite them to draw the face of their partner, without paying attention to the artistic result of the product but to the features, the traits and details of the face that you consider most</p>

	<p>significant. You can also make photographs and print them to compare them with the drawings obtained. Then, place the portraits on a table or hang them on the wall to comment on them together (guiding questions: how did you feel while you were drawing, what did you feel when you looked at the portrait of your face, what detail do you like most and does it really represent you?)</p> <p>Practice EMBROIDER YOURSELF</p> <p>Start from the portraits made in pairs or from a self-portrait that each woman can make of herself, even starting from a recent photograph to which she is particularly attached. Then, prepare all the materials on a table so that each woman is free to choose them before the activity. Prepare slides to show to the women and tell them the artistic, social and therapeutic value of embroidery. Now you can start embroidering. You can choose to embroider the whole face or only parts of it, use fabrics, cut-outs of images to replace parts of the face.</p> <p>Then, put the embroideries on a table or hang them on the wall to comment on them together (guiding questions: how did you feel while you were embroidering, what do you feel observing the embroidery of your face, what detail do you like the most and really represents you? how did you choose the materials and techniques? what were you thinking while you were embroidering?)</p>
<p>Resources (links or documents,</p>	<p>https://www.artribune.com/gliscattidelledonne/2018/02/autoritratto-fotografico-delle-donne-negli-anni-settanta/</p>

including your website)	https://www.youtube.com/watch?v=wBhQFKcrvtw https://www.youtube.com/watch?v=go89e8xpVYs https://www.youtube.com/watch?v=4tboUqTV41U www.associazionehandala.org https://www.facebook.com/associazionehandala https://instagram.com/associazionehandala?igshid=YmMyMTA2M2Y=
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4. HOW THE GOOD PRACTICES CHANGED IN EACH CONTEXT

Of course, the use of a good practice in a different context than the one it was conceived, requires a certain number of adjustments that it is interesting to analyze.

4.1 Good practice 1

Each organization implemented the good practice for six months and filled this form with the changes made.

4.1.1 Greece

Org. name:	SOCIAL EMPOWERMENT
Country:	Greece
Topic of the practice:	Economic empowerment of women: a good practice
Has your organization already got experience in this practice? If yes, doing what?	In Social Empowerment we are working with vulnerable women since 2003. We try to empower all women who need to get inspired and believe in themselves.

<p>Which is the local context in which your organization daily works?</p>	<p>We provide women services that contribute to the empowerment of the individual. The objectives of our services are summarized:</p> <ul style="list-style-type: none"> • To increase the employment conditions of the women participating • Help in their integration into social and economic life, • In removing from them the threat of social exclusion, • Eliminate, at least for a percentage of them, the need to resort to similar programs of counselling services or combating social exclusion and dependence on social services.
<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>Activities</p> <p>We used most of the tools as presented in Barcelona and also our tools, but the final result is to empower women and understand that they have lots of skills and competences. Most of the times women feel that they do not possess any skills because they might have not finished school or because they have not worked outside from home or because they are told that they are useless.</p> <p>We started our empowerment program using different tools such as «My Goals» our target group had to fill in the paper regarding future expectations in a variety of fields.</p> <p>Then we were running the process of completing the “Societal Background” and after we drew the “Blob Tree”. Moreover, we worked on a questionnaire about the three ways of “Making a Decision”. In order to give them the opportunity to express themselves</p>

	<p>in a nonverbal way, we implemented the task of the “Mirror” and we played “Pantomime” to provide them with a sense of exposure and sharing.</p> <p>Afterwards, we dealt with “Communication competences” that they need to improve in conjunction with “Dance” exercise. That was used as a tool to recognize their real emotions and boost their confidence. Another activity was “Searching for Employment” and a “Provoke” activity which brought to light prejudices in the work environment. In the end, we did a “Virtual Interview” as a simulation of a real one in order to understand how to enlighten their advantages and hide their weaknesses.</p>
<p>How long have these activities taken? (number of meetings\days)</p>	<p>We had five face to face meetings and two online meetings. We started on the 20th of February 2021.</p> <p>The workshop took place at the Night School of Syros. Before our first meeting as a team, we had gathered information by filling the individual / social history of each participant woman.</p> <p>The trainer /mentor /facilitator had the first contact with the women participating in the program and investigates the social, economic and family conditions of her life, and tries to understand their motivations and personal problems. Thus, the social history gave as an initial psychosocial profile and potential of the individual, the structure of her family and her</p>

interpersonal relationships with the social environment.

1st session

- General information about the project.
- Getting to know who Marielle Franco was
- Getting to know the team, creating a team collaboration bond, formulating expectations, defining team operating rules.
- My goals-tool

2nd session: transversal competences development

- Self-Assessment Exercise - Self-Awareness
- positive aspects and weak aspects of my personality
- Development of communications skills
- Improving decision-making ability

3rd session: competence development

- Stress and coping, crisis management
- Processing and management of personal problems etc.
- How to cope and fight stereotypes
- Interpersonal relations
- Teamwork, responsibility, Care, Self-Control, Organizational Skills, Perseverance - Effectiveness, Determination, Self-Esteem - Confidence, Leadership, Adaptability...

4th session: Job Searching.

	<p>Personal Career Orientation Job Searching Techniques, which are:</p> <ul style="list-style-type: none"> - The writing of the Curriculum Vitae - Telephone communication with the employer - The interview techniques - The ways of keeping the job - Information on current subsidized employment and self-employment programs - Jobs in the private sector and also in non-governmental organizations. <p>We worked on skills they have and what they need to accomplish for further development.</p> <p>5th session: Continue with job searching techniques. Many tools were filled of how to search for a job, C/Vs, networking, skills needed to progress.</p> <p>6th session online: Job searching techniques. Defining goals, elaboration of an individual action plan -VIRTUAL INTERVIEW</p> <p>7th session online: Individual plan and evaluation of the workshop</p>
<p>Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)</p>	<p>We worked with a group of seven women who are students of a Second Chance Highschool. All these women have some mutual features, such as their violent detachment from school during childhood. This has as a result their present positive attitude towards the commodity of education. These women also share a common experience as they are all victims of abuse and other societal prejudices. This fact impacted their lives dramatically.</p>

	<p>K. O. She is 23 years old; she lives with her whole family; she is not working. She stopped school at the age of 15, as she was suffering from a serious disease and faced social exclusion for a crucial time in her life. She was a bullying victim at school and now she is desperately asking for acceptance. She is optimistic about her future and she is interested in jobs that support others.</p> <p>M. K. She is divorced, 45 years old, unemployed, without children. She does not own property; she is hosted in a relative's house. She makes her living with allowances but also, she is searching for a job. She stopped school in her early childhood as a reaction in an austere education system. In her marriage experienced physical and emotional abuse by her husband and his family as well. Her profile depicts an introverted woman with socialization disabilities.</p> <p>M. M. She is 46 years old; she lives in her boyfriend's house; she is a chairwoman in a public library. She stopped school at the age of 12 because her family needed money for covering her brother's cure expenses. Unfortunately, her brother passed out at the age of 20. Years later she divorced her husband when he faced mental disorder. She has one daughter who lives in France and she dreams about going there when she retires. M. is an ill-tempered person but also a strong woman.</p>
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	<p>P. L. She is 30 years old, married, she has a daughter, and she is pregnant at the moment. She stopped school as a result of gender discrimination. Her family's perspective was that education is 'only for men'. She is working in her family business and she aims to give exams to introduce herself in University.</p> <p>A. R. She is 36 years old, divorced. She lives in an owned house with her son and her daughter. She is working seasonally. She grew up with a mother suffering from mental disorder and is still trying to cope with this traumatic experience. She is fighting to keep the balance and bring up her children without ignoring her own needs. She is a smart woman, greatly responsible and civic-minded.</p> <p>M. K She is 28 years old, single; she lives alone in a rented flat. She stopped school at the age of 15, when she comes in contact with the environment of drug use. Now she is a private sector employee and believes in a second chance in life. She is a romantic girl though sometimes seems to be weak-willed and incapable to take control of her life.</p> <p>M. M. She is 24 years old, single; she rents a flat. She stopped school at the age of 12, when she moved to Syros island with her mother and her stepfather. She experienced physical and emotional abuse by both of them and she</p>
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	<p>couldn't manage to adapt in the new environment. Her inability to find a stable job exacerbates her lack of confidence and makes achieving goals difficult.</p>
<p>Number of people involved</p>	<p>Two facilitators were involved on the competence development training, Anastasia Argyropoulou and MirsiniKalafateli.</p>
<p>Have you found any problem carrying out these activities? If yes, how did you overcome them?</p>	<p>Difficulties</p> <p>In the activity "My Goals" it became obvious the intention to hide their real thoughts and emotions. In general, their answers were not direct, and their reports were impersonal and lacked authenticity.</p> <p>Resolution:</p> <p>By commenting on their drawings, we boosted the team's spirit so that they can feel accepted and make amends. This gave them a chance to be more extroverted and share their true feelings with the group.</p> <p>On Mirror exercise</p> <p>The difficulty that showed up was their strong resistance to relax and behave in a spontaneous way.</p> <p>Resolution:</p> <p>So, we decided to implement the pantomime game halfway through in order to make them understand that exposure is not a bad feeling when it is shared with partners who inspire your safety. Coming back to the Mirror task we allot much more time so that they feel free and feel ready to use their body language to speak instead of their oral express. Important to note that helped us a lot the use of relaxing music.</p>

Communication skills exercise

In the activity of communication skills, they realized their difficulty of representing themselves in a beneficial way especially orally which may be worsening by their language deficiency.

Resolution:

In conjunction with the activity "JOB SEARCHING, which followed arises as the thought to add the activity "VIRTUAL INTERVIEW". The "Virtual Interview «was online due to coronavirus stricter measures.

This activity was very constructive. It revealed their failure perceptions in their choices of what is needed to be told at a self-representation and their disability to clearly formulate their expectations of the job which they request for.

In the end this activity triggered them to raise "strategies" so that instead of self-sabotage use it as a tool in favor of themselves. In this way they gained the ability to promote their confidence and their benefits.



4.1.2 Turkey



Org. name:	Small Project Istanbul
Country:	Turkey
Topic of the practice:	<input checked="" type="checkbox"/> Economic empowerment of women: I good practice
Has your organization already got	Small Projects Istanbul, as an organization operating since 2015, organizes psychosocial support, information sessions and

<p>experience in this practice? If yes, doing what?</p>	<p>recreational activities in order to empower and raise awareness for beneficiary women within the community center. These activities are carried out at the community center from time to time but are planned as short-term projects. Also, in Muhra, the Women's Social Enterprise operated under SPI.</p> <p>WSE offers refugee women the opportunities and resources to develop a social network and professional/textile handicraft skills to support in-house production, income generation, and refugee employment. Currently, 40 women are benefiting from vocational training, professional development, and employment opportunities offered by the Social Enterprise.</p>
<p>Which is the local context in which your organization daily works?</p>	<p>Small Projects Istanbul (SPI) is a Community Based Organization operating a Community Center in and it has been working closely with the local refugee community residing in Fatih, Istanbul since its inception in 2015. Currently, its community includes over 260 families and 1000 individuals.</p> <p>The support to the local refugee community is ensured by involving +480 children, youth, and women in recreational, educational, and psychosocial activities; sharing up to date information, offering advice and referral services regarding protection, legal, health, and bureaucratic issues; providing livelihood opportunities to 39 women artisans and in-kind support to most disadvantaged families.</p>

	<p>+50 activities and services offered monthly in the Community Center or via SPI's online platforms aim to improve access to rights and services (e.g. schooling and distant education, health care, in-kind support); promote participants' overall well-being (e.g. solidarity groups, mental health support, recreational activities) and reinforce positive and meaningful connections between the community and their social environment, promoting social integration and peaceful co-existence (e.g. awareness-raising and info sessions about social systems, and regulations, social cohesion activities).</p> <p>In 2018, SPI set up the Women Social Enterprise (WSE) as a means to provide refugee women with the opportunities and resources to develop handicraft skills and generate an income for themselves and their families. Currently, the WSE includes 39 women artisans, who are provided with space, equipment, material, and training to be able to create and produce handicraft jewelry, clothes, and accessories and ensuring marketing and sales support through the Social Enterprise online platform (www.muhra.org), external partnerships and brand ambassadors around the world.</p> <p>Since the beginning of the COVID19 outbreak, SPI has been closely monitoring the situation of the local refugee community, their rising needs, and existing struggles due to lack of income, increased stress, anxiety, and difficulty to reach existing services, basic</p>
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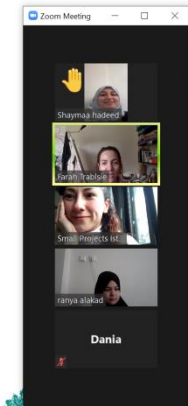
	<p>nutrition, and health supplies.</p> <p>In 2020/2021 SPI has conducted two monitoring research in collaboration with four institutions that have been working with children and addressing similar target groups. The research included findings related to the Rights of the Child during the pandemic outbreak.</p> <p>The report <i>“Access to Children Rights During Covid-19”</i> based on the first research can be found on this link. The second report will be published in 2021.</p> <p>Since the pandemic outbreak, SPI has been standing next to its community and promoting solidarity through its network by offering required activities and services to mitigate the challenges faced by its members in accessing education, healthcare, and income opportunities as well as basic needs. It coordinated with several partners to provide in-kind donations to community members, as stationary, toys, school uniforms, grocery baskets, grocery coupons, laptops, and university exam support for university students.</p>
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<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>The Competence Methodology and the FORWARD toolbox have offered an opportunity to enrich SPI's Women Social Enterprise staff and the production team with new concepts and capacities in vocational training and professional development. It also offered the chance to deepen the connection between the staff and working women through utilizing LTTA activities. Therefore, SPI's project strategy included connecting LTTA implementation to Women's Social Enterprise and its beneficiaries who are also production team members.</p> <p>Women Empowered Workshop Series: Inspired by the toolbox SPI has developed a workshop series program for the implementation of Competence Methodology next to other potential activities that will be offered by project partners throughout the project.</p> <p>During February 2021, four sessions of the program were implemented with 12 women. Three of the activities have been implemented online, the final activity held at the center in social distance precautions. Greetings, the introduction of facilitators and their role in SPI. Program description: 10 mins of the objectives of this program, explaining the activities, putting the group</p>
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	<p>rules like coming to activities regularly on time, the materials of activities etc. Implementation of two activities from the Toolbox which Surt shared with the partners.</p> <p>2nd Session: Resource Walk exercise from Toolbox was applied. Sharing and discussions were made from the activity diaries kept by the participants.</p> <p>3rd Session: In this session, the Talent Market exercise selected from the toolbox was applied. Sharing and discussions were made from the activity diaries kept by the participants.</p> <p>4th Session: The final session of the program held at the center with social distance precautions. In this activity, participating women were asked to come together and make collages that express their strengths in life using old pieces of fabric, and the feedback of the activity series was made.</p> <p>On the 8th of March, International Women’s Day, SPI conducted an “empowerment session” for the wider participation of the women of SPI’s community.</p>
How long have these activities taken? (number of meetings\days)	5 sessions
Target group,	Syrian refugee women, under Temporary

<p>profile, age range (e.g.: women victims of violence, 20-30 years old)</p>	<p>Protection Enrolled Age group: 23-42</p>
<p>Number of people involved</p>	<p>12</p>
<p>Have you found any problem carrying out these activities? If yes, how did you overcome them?</p>	<p>Since the outbreak of Covid-19, the government has imposed a curfew and a pause on activities in community centers at various times. It took a while for the organization to adapt its team, working system and activities to the online environment.</p> <p>With the Covid-19 process, the vulnerable groups that SPI works with have become even more fragile in terms of financial situation and access to information and services. The priority of the beneficiaries was meeting these needs. SPI, focused on the areas of access to financial and in-kind support within the context of emergency needs.</p> <p>In addition to this, due to the uncertainty of the Covid situation, official regulations and the health and safety measures taken by SPI the implementation of the LTTA activities were postponed until an available time. However, the participant profile for the workshop was successfully selected and a participant profile was created. It will be</p>

	<p>possible to continue to work with Competence Based Methodology.</p>
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K - COMPETENCE - مهارة



4.1.3 Georgia

Org. name:	Association “Merkuri”
Country:	Georgia
Topic of the practice:	<input type="checkbox"/> Economic empowerment of women: I good practice
Has your organization already got experience in this practice? If yes, doing what?	No, we did not implement this kind of programs for women in systematic way.
Which is the local context in which your organization daily works?	Our organization works with women – victims of domestic violence and their children. Almost 50% of our beneficiaries are Internally Displaced people (local refugees) from occupied territory of Abkhazia. Around 70% of beneficiaries have very poor economic conditions. Our shelter for victims is only one shelter in region.

<p>Which activities have you implemented to adapt the practice lean-to your local context?</p>	<p>Because proposed methodology was focused on work with migrants,</p> <ul style="list-style-type: none"> • Firstly, we adopt it for community without strong cultural or language differences. It mainly touches language competences. • We translate some materials into Georgian language • Because of pandemic, we implement big part of meetings via internet (distantly), so some group activities were adopted for work in virtual space. • We didn't use part of legalization of documents confirming formal education, because it is not applicable to our beneficiaries.
<p>How long have these activities taken? (number of meetings\days)</p>	<p>5 meetings</p>
<p>Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)</p>	<p>Our target group is women affected by domestic violence, from 25 to 55 y.o</p>
<p>Number of people involved</p>	<p>8</p>

Have you found any problem carrying out these activities? If yes, how did you overcome them?

Because of COVID-19 restriction implementation of local activities faced with technical problems: some of beneficiaries don't have enough capacity to participate in on-line meetings because of lack of gadgets or problems with internet connection. It was bought 2 second-hand tablets and repaired 2 laptops and given to participants.



4.1.4 Italy



Org. name:	Handala
Country:	Italy
Topic of the practice:	<input checked="" type="checkbox"/> Economic empowerment of women: 1 good practice
Has your organization already got experience in this practice? If yes, doing what?	Handala has been running a theater course at Spazio Donna for a few years now, in which women experiment with games and exercises that stimulate self-awareness.
Which is the local context in which your organization daily works?	Spazio Donna Zen is located in the Zen district, a peripheral and degraded neighborhood of Palermo. The inhabitants live in conditions of social, economic and cultural disadvantage and the neighborhood is infamous for episodes of crime and widespread illegality. In particular, women live on the margins, subjugated to the male role inside and outside the house and have no opportunities for socialization and recreation, nor to undertake paths of awareness and autonomy.

<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>Among all the methodologies we learned in Spain, we chose to use those related to theater because they are totally in tune with the activities we normally carry out at the Spazio Donna; in particular, we experimented with the exercise of the sound machine and the techniques of the theater of the oppressed related to the simulation of situations of labor oppression. We proposed the "sound machine" to the women. Each woman took turns joining the center of the circle, making a movement repeatedly and accompanying it with a sound to create a real sound machine. This exercise was useful in conveying the correct times for joining and exiting the circle, developing the ability to listen and also the perception of being together and each one being a fundamental cog in the sound machine.</p> <p>This was followed by the theater of the oppressed exercise. Pairs were created with the task of representing through the body a situation of work oppression. Then each pair showed the group their sculpture and together with the conductor the rest of the group who acted as audience suggested solutions to get out of the oppression. A moment of sharing followed in which the women felt the need to share through storytelling the experience that had oppressed them. They all stated that they felt uplifted and lightened after the intervention of the other group members.</p>
<p>How long have these activities taken?</p>	<p>Two meetings of two hours each have been held.</p>

(number of meetings\days)	
Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	<p>Group of women between the ages of 40 and 60 living in the neighborhood.</p> <p>Two 20-year-old girls attended, without participating in the activity but only in the final sharing.</p>
Number of people involved	5 women and 2 girls.
Have you found any problem carrying out these activities? If yes, how did you overcome them?	The only difficulties encountered were caused by the restrictions for covid that changed the family needs of the ladies who usually attend the center, and this, along with the fear of contagion, meant that many women did not participate in the activity.
Resources (links or documents, including your website)	https://www.facebook.com/associazionehandala/posts/3348229161890740



<p>e in this practice? If yes, doing what?</p>	
<p>Which is the local context in which your organization daily works?</p>	<p>We provide support to vulnerable women in the following areas:</p> <ul style="list-style-type: none"> • Art therapy: through the expressive movement and dance methodology • Basic skills acquirement for employability and entrepreneurship • Social and economic empowerment through urban and peri-urban agriculture • Inclusion and employability through social entrepreneurship • Post trauma self-esteem development, relationship formation and socialization

<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>We implemented almost all of the components of the practice, demonstrated by SURT. The only practices we left out are the ice breaking activities, as well as the activities related to personal/ relationship competence development. Since we worked with professional from institutions and organizations providing services and support to women on a daily basis, we did not need to go through the training sessions for each competence, but we focused on presenting the methodology and providing resources and examples.</p>
<p>How long have these activities taken? (number of meetings \days)</p>	<p>8 hours</p>
<p>Target group, profile, age range (e.g.: women)</p>	<p>The local implementation was conducted with participants, representing different public and private organizations, providing social services for persons from vulnerable groups, support to women victims of violence, such as: Centers for Social integration and rehabilitation, Centers for</p>

victims of violence, 20-30 years old)	Social Support, non-governmental organizations, providing services for economic empowerment
Number of people involved	14
Have you found any problem carrying out these activities ? If yes, how did you overcome them?	It has been particularly difficult to implement the activities, related to role play, ice breakers and theatre of the oppressed methodology due to the Covid-19 epidemic and the imposed restrictions. In order to implement the activities without endangering the health of the participants we organized the training online.
Resources (links or documents, including your website)	https://www.facebook.com/www.eunipartners.eu/posts/1645776662289086

4.2 Good practice 2

Each organization implemented the good practice for six months and filled this form with the changes made.

4.2.1 Greece



Org. name:	SOCIAL EMPOWERMENT
Country:	Greece
Topic of the practice:	<input checked="" type="checkbox"/> Socialization and self-esteem as a tool for self-efficacy: II good practice

<p>Has your organization already got experience in this practice? If yes, doing what?</p>	<p>In Social Empowerment we are working with vulnerable women since 2003. We try to empower all women who need to get inspired and believe in themselves.</p>
<p>Which is the local context in which your organization daily works?</p>	<p>We provide to women services that contributes to the empowerment of the individual.</p> <p>The objectives of our services are summarized:</p> <ul style="list-style-type: none"> • To increase the employment conditions of the women participating • Help in their integration into social and economic life, • In removing from them the threat of social exclusion, • Eliminate, at least for a percentage of them, the need to resort to similar programs of counselling services or combating social exclusion and dependence on social services.
<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>Activities</p> <p>We used most of the exercises and topics that were presented by EUNI partners. Most of the time women were not feeling safe at the beginning to express themselves through movements and also, they could not understand what the results of the workshops could be.</p> <p>We started with:</p> <p>Warm-up / Preparing for movement. Individual exercises to come to contact with the body, gravity and their senses, exploring the point contact of body parts with each other and body parts with the earth (touching, rolling, sliding,</p>

	<p>rotation, pushing).</p> <ul style="list-style-type: none"> • Worked in a group, actions and exercises that develop the feeling of the emotional security and trust, build and strengthen their feelings of responsibility, for overcoming their fears. <p>The experimentation gave the participants the opportunity to:</p> <ul style="list-style-type: none"> - express themselves kinetically by investigating the truth of their personal movement. - realize the reactions of the human body during contact with the earth or other body and the effect that thoughts have on quality and the expressiveness of the movement. - communicate consciously, truly, without cowardice, complacency, competition or anger. - coordinate their personal rhythm and movement with the rhythm and movement of the other members of the group and create a dialogue, a common path of movement and expression.
<p>How long have these activities taken? (number of meetings\days)</p>	<p>We had six face to face workshops.</p> <p>1st workshop: Getting to know each other - 17/05/2021</p> <p>2nd workshop: My body is my space - 19/05/2021</p> <p>3rd workshop: Let's be helpful - 20/05/2021</p> <p>4th workshop: How does it feel? 21/05/2021</p> <p>5th workshop: The circle of aggression 23/05/2021</p>

	<p>6th workshop: Embodying the change, closing of the workshop /evaluation 26/05/2021</p>
<p>Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)</p>	<p>We worked with a group of seven women who are students of a Second Chance Highschool. Due to Covid 19 restrictions we had to work with a small group of women, so we had seven participants and two trainers. We worked outside. All these women have some mutual features, such as their violent detachment from school during childhood. This has as a result their present positive attitude towards the commodity of education. These women also share a common experience as they are all victims of abuse and other societal prejudices. This fact impacted their lives dramatically.</p> <p>C. J. 18 years old student. At the age of three, after her parents' divorce, she was separated from her father and she moved with her mother and brother to Syros Island. During the economic crisis she was cut off for the second time from her home environment and at the age of ten she left with her mother to Germany. There she experienced the traumatic experience of being uprooted and two years later she returned and is struggling to heal the wounds. Reintegration into the school environment and the achievement of learning goals are still a challenge. She is an emotionally rich girl interested in arts and she shows a strong need for acceptance by the group.</p> <p>M. K.</p>

Mother of two children, aged 55. She was married at 17 to a manipulative and selfish man. She lived under his shadow until recently, when she asked for a divorce, that gained after a painful process. The father's abusive behavior towards the children led both of them to severe psychopathology. The mother's attempt to protect them made her entrapped in a dead-end situation. Yet she demonstrates great strength and admirable resilience.

M R.

Mother of two children, divorced. She grew up in a rural family and from an early age worked in the fields. She was deprived of education because of gender prejudice. While she continues to work hard even today, she has a lifelong dream to study. She is a woman of fortitude, perseverance and dedication to duty. She enjoys the acceptance of the world and is appreciated.

M. G.

Married with two children. At the age of 17 she became a mother. She was confined at home with a man with a patriarchal mentality and violent outbursts. She lives with him until now, experiencing the vicious cycle of violence. She has health problems which she considers responsible for her inability to escape the role of the victim. Her two children are her emotional support. She manages to be a woman who is friendly towards others and has an extremely high sense of humor.

L. G.

	<p>43 years old, mother of a girl, divorced. She grew up in a very culturally poor environment and was cut off from school at a very early age. She is a highly literate person, adaptable and sociable. She works tirelessly for the welfare of her daughter, while continuing school, with the ambition of entering higher education.</p> <p>E. P.</p> <p>Mother of two boys. She was married at the age of 16 and was widowed at 26. Her environment was not supportive, and she had to deprive too much to get by. Due to the conservatism of society and its expectations of the role of a widow, she suppressed all her needs and appeared as a woman without satisfaction. She is dealing with gambling addiction issues.</p> <p>P P</p> <p>Mother of a boy. She lives with her husband who has been living with a disability for a decade. School is a way out of a squalid situation, exacerbated by her unemployment status. She shows a strong will and fights with determination to change the circumstances for a better future.</p>
<p>Number of people involved</p>	<p>Two facilitators were involved in the training, Anastasia Argyropoulou and MirsiniKalafateli.</p>

<p>Have you found any problem carrying out these activities? If yes, how did you overcome them?</p>	<p>Difficulties: Although women in Greece like dancing and dance is connected with many social and cultural events, we noticed that the participants had been disconnected with their body expression. The emergence and liberation of female expression through the workshops was very slow but it emerged. They mentioned at the end that dance is a source of awakening femininity, a source of vital energy, a source of expressing feelings – happiness, sorrow, love etc. They mentioned that the exercises and discussions changed the perspective on interacting with the others. They felt accepted in the group, included and safe and that they could lean to each other.</p>
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4.2.2 Turkey



Org. name:	Small Projects Istanbul
Country:	Turkey
Topic of the practice:	<input type="checkbox"/> Socialization and self-esteem as a tool for self-efficacy: II good practice
Has your organization already got experience in this practice? If yes, doing what?	No, we didn't implement similar activities before.
Which is the local context in which your organization daily works?	Small Projects Istanbul works on helping those displaced by the conflict in the MENA region rebuild their lives, through supporting community development, education and empowerment. Our Community Center is designed to be a place of safety and belonging; within this space we are committed to working with the community to ensure the best opportunities for families, students and individuals to reach their full potential in Istanbul and beyond. Within the Community Center, SPI strives to provide livelihood support opportunities through the establishment of a Women's Social Enterprise, enabling skills development, income generation and economic integration.

<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>Names of implemented activities:</p> <p>Recognizing each other, body and emotions through movement</p> <ul style="list-style-type: none"> • Conversancy game • Circle of trust • Fetus • Feel and comment • Tunnel • How I imagine myself • Tree <p>Trust yourself and others</p> <ul style="list-style-type: none"> • Starting game • Manipulation • Let's walk fearlessly • Let's think fearlessly • Freedom of trust <p>Embracing change, realizing it</p> <ul style="list-style-type: none"> • Connecting circle • Warming up the feelings • Wheel movement • Back-to-back • Mirror • Dance freely • Closure game
<p>How long have these activities taken? (number of meetings \ days)</p>	<p>3 meetings, 3 days back-to-back</p>

Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	Our target group: refugee Syrian women victims of war, 30-53 years old
Number of people involved	6
Have you found any problem carrying out these activities? If yes, how did you overcome them?	At the beginning of the workshop, it was observed that the participants needed sometimes to break their own walls. This situation has been overcome with activities such as conversancy game and circle of trust.
Resources (links or documents, including your website)	https://www.smallprojectsistanbul.org/
Please feel free to add any comment you deem relevant	At the end of the first day, the group members were able to express their feelings and emotions, and at the same time, they were able to give references from their past negative and traumatic experiences. All these sharings, strengthened the group dynamic and created a

	<p>free space for the participants. With the bond established between the group, the exercises were done successfully, and it was seen that the group members encouraged each other. Getting to know the place, group members and the translator played an important role in strengthening the group relations. The fact that the shares were listened to without judgement, impartially and with interest during the activities encouraged the participants to share. In the completion of the body movements, the wishes and the physical conditions of the participants were taken into consideration and a free space was offered to them. Upon the request of participants, the music list was updated after the first day and the music in the native language of the target group was added. At the end of the workshop, it was observed that the participants relaxed both physiologically and psychologically. It was a new and powerful experience for the participants to be in an environment where they could express their feelings. The statements of the participants “no one had asked us how we felt before” and “I have never talked about my feelings” supported this observation. In addition to these, focusing on breath, body and movement in the activities increased the body awareness of the participants and enabled them to be embodied. Another participant's statement “I was not paying attention to my body, now I realize that movement is so important” shows the positive effect of body movements. As a result, the workshop</p>
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organized met the goals and expectations planned during the preparation phase and had a beneficial effect on the participants.

4.2.3 Georgia



Org. name:	Association “Merkuri”
Country:	Georgia
Topic of the practice:	<input type="checkbox"/> Socialization and self-esteem as a tool for self-efficacy: II good practice
Has your organization already got experience in this practice? If yes, doing what?	No, we didn’t implement similar activities before.
Which is the local context in which your organization daily works?	Main beneficiaries of “Merkuri” are women and underage people affected by domestic violence. Our activities aimed on their personal, mental and social empowerment, processing traumatic experience and support of forming positive self-esteem. According to personal needs of beneficiary, one specialist (psychologist, lawyer, social worker) or multidisciplinary team are work on each case. Except of this, beneficiaries are participating in group activities: meetings, seminars, trainings, club etc.

<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>Mainly aims of our organization and aims of methodology were in accordance that made process of adaptation easier. Using resources of our own bodies made this methodology universal and applicable to majority of local contexts. Despite of this, during planning process we paid special attention on selection of themes and activities for each meeting. Among activities that we implemented to adapt the practice we would like underline to follow:</p> <ul style="list-style-type: none"> • According to special needs of our target group, for each session were prepared additional elements aimed on psychoeducation of women in field of gender-based violence. Facilitators used mentioned elements as support materials to initiate positive changes on different levels. • Each activity was planned according existed COVID-19 regulation and recommendations: reduced number of participants, choosing of activities that is not too hard to implement wearing facemask etc. • We decide to provide special recreational dress for participants that support their physical activeness and created similar starting point for everyone.
<p>How long have these activities</p>	<p>6 meetings, once per week for 6 weeks</p>

taken?(number of meetings\days)	
Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	Our target group: Women – victims of domestic violence living in Zugdidi municipality. Age range of participants: 19-50 y.o. All of them received some support services at Merkuri, majority of them already passed therapy
Number of people involved	7
Have you found any problem carrying out these activities? If yes, how did you overcome them?	The global problem restricted local implementation of learnt practice was COVID-19 pandemic that cause reducing of numbers of participants in group, reducing numbers of group (we implement 1 course instead of 2 planned), changing of timetable because COVID-infection in staff etc. Regarding of problem connected directly with implementation of activities: During session on release from fear, the exercise included partners' support from behind that become not so easy for participants. Facilitators adopted exercise on spot, join group as additional support persons and tried to maximally provide safety of participants.
Resources (links or documents, including your website)	
Please feel free to add any comment	Despite fact that all beneficiaries passed therapy, influence of this methodology on

you deem relevant	<p>psychological condition self-esteem and self-confidence of participants was very big. Facilitators could notice positive changes in behavior of participants after each session. Participants self-evaluate positive changes as well.</p> <p>We are sure that this methodology is very important tool for support women empowerment.</p>
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4.2.4 Italy

Org. name:	Handala
Country:	Italy
Topic of the practice:	<input type="checkbox"/> Socialization and self-esteem as a tool for self-efficacy: Il good practice
Has your organization already got experience in this	Handala has been running a theater course at SpazioDonna for a few years now, in which women experiment with games and exercises that stimulate self-awareness.

<p>practice? If yes, doing what?</p>	
<p>Which is the local context in which your organization daily works?</p>	<p>Spazio Donna Zen is located in the Zen district, a peripheral and degraded neighborhood of Palermo. The inhabitants live in conditions of social, economic and cultural disadvantage and the neighborhood is infamous for episodes of crime and widespread illegality. In particular, women live on the margins, subjugated to the male role inside and outside the house and have no opportunities for socialization and recreation, nor to undertake paths of awareness and autonomy.</p>

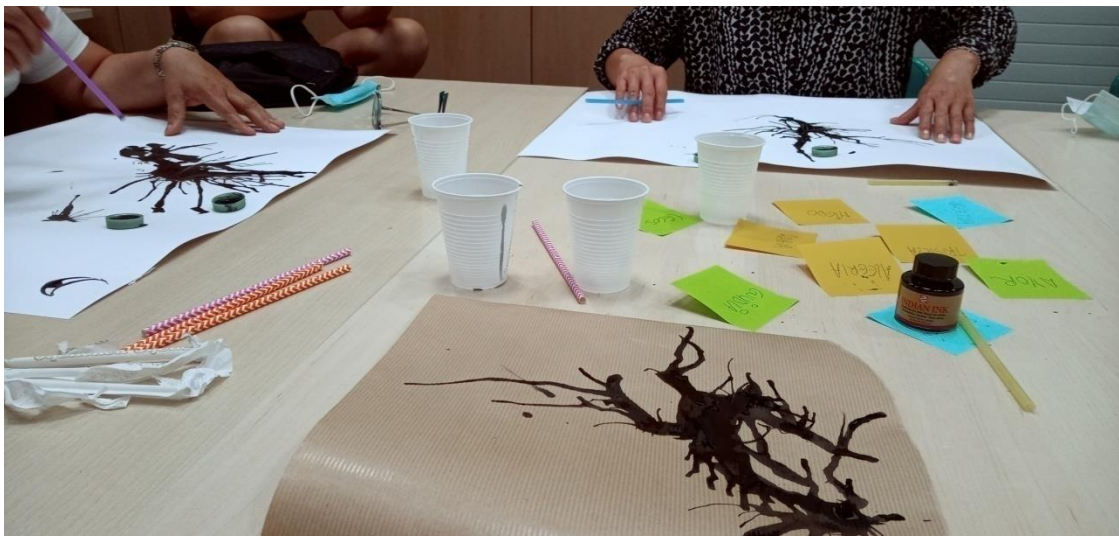
<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>On September 24th of 2021, at the Spazio Donna Zen, we experimented with a group of 9 women some practices learned during the online experience with Lavinia and Giorgiera of the Euni partners association.</p> <p>We started with the exercise "I look, I analyze, I name"guiding women to bring attention to the breath in the stomach, taking time to remember and absorb the emotion felt in that moment. Then we proposed the exercise "feel and interpret": Guided by the music "Maria and the Violin's String: Ashram"the women named and danced their emotions. This was followed by the exercise "how I imagine myself"during which the women made drawings of their silhouettes and to conclude the session we asked the women to dance again trying to move more parts of the body, starting from the one they highlighted in the silhouette design. At the end of the dance, after a moment of sharing the experience, we hung all the silhouettes on the wall, creating an installation that we called the "wall of dances of emotions"</p>
<p>How long have these activities taken? (number of meetings\d</p>	<p>A 3-hour meeting was held and there are more planned.</p>

ays)	
Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	Group of women between the ages of 40 and 60 living in the neighborhood.
Number of people involved	10women
Have you found any problem carrying out these activities? If yes, how did you overcome them?	Difficulties were encountered due to the restrictions for the containment of covid 19 infections, which in the period preceding the summer allowed to carry out activities only in the open air, or with small groups of women. For this reason, the operators have evaluated to carry out the activity in September, managing to involve 10 women.
Resources (links or	https://www.facebook.com/associazionehandala/posts/4246486522064995

documents, including your website)	
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4.2.5 Spain



Org. name:	Fundació Surt
Country:	Catalonia - Spain
Topic of the practice:	<input type="checkbox"/> Socialization and self-esteem as a tool for self-efficacy: Il good practice
Has your organization already got experience in this practice? If yes, doing what?	Yes, we have experience implementing art therapist sessions with women survivors of GBV and women in a vulnerability and risk of social exclusion. We aim to increase women's self-knowledge and emotional management while working in their comprehensives and long-term "plan lives". From our daily experience, we have detected that the firstly demand of many women we attended is to receive support to cover their immediate needs and enhance their social and labor

	<p>integration. However, with the art therapist sessions, women can participate in a space where priorities their well-being and mental health care, acquiring some tools to face the emotions that could emerge during their recovery and autonomy processes (uncertainty, fairness, stress, low self-esteem). Meanwhile, we also support them to access their rights, such as having a job, among others.</p>
<p>Which is the local context in which your organization daily works?</p>	<p>Surt is a social organization established in the Raval neighborhood (Barcelona), one of the Barcelona neighborhoods with higher unemployment rates and foreign-born people living there. According to 2018 data, the number of foreign-born people residing in Raval made up 50 per cent of Catalan's migrant population. The most common countries of origin are Pakistan, Filipinas and Bangladesh. However, the profile of women attended by Surt is widely diverse and varies from programme to programme.</p> <p>The same situation occurs with unemployment rates, in which 57% of the total population of unemployed people resides in Raval, being 42% of women and 45,8% of migrant people. From our experience, the migrant population, and especially women, have more barriers to entering the labor market. Consequently, face a higher poverty risk than the national population and EU citizens. Therefore, gender and origin crisscross become disadvantage factors for migrant women, who are among</p>

	<p>the lowest-paid workers in the EU and are consistently de-skilled and pushed to casual jobs in unregulated sectors. According to this context, Surt had the aim to support women and especially migrant women, or other women at risk of social exclusion, promoting their recovery, autonomy and empowerment from a gender and intersectional approach.</p>
<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p><u>Overall:</u></p> <p>For some women, it was challenging to actively participate in the dance therapist sessions due to the difficulties they expressed when connecting with their bodies, emotions and movements. That is why, after each session, we adapted the methodology of discussion to include artistic technics that let them reflect on the activities implemented but from a more practical way (in an individual and collective format).</p> <p>We also adapted the format (nº of sessions and nº of participants) to guarantee women’s commitment/participation and the setting of a safe space.</p> <p><u>Specific adaptations per workshop:</u></p> <p><u>First meeting: Workshops 1-2</u></p> <p>Part A (Workshop 1-photos uploaded on the <u>drive</u>): They have already known each other,</p>

so we started directly with activity 1 from workshop 1, **I look, I analyze, and I name!** Instead of being lie down on the floor, they did the same activity but standing up. Then, we continue with activity 2: **I feel and interpret!**. After this, they continue with the 3rd activity of the first workshop, without doing the tunnel (due to the low number of participants) but going directly to work on how they imagine themselves. After their draws, they continue with activity 3 (the tree), concluding in a shorter discussion and evaluation.

Part B (Workshop 2-non photos available): All contents were implemented following the LTTA materials except ex.3 “My-self within a group” that we implemented as a unique group.

Second meeting: Workshops 3-4

Part A (Workshop 3: non-photos available): After a short introduction and recap of the contents worked in the previous meeting, women started walking through the space and created pairs (one trainer also participate in the exercise). The first activity “**Let’s walk with no fear!**” was implemented according to the LTTA materials. After a fruitful (and more extended than expected) discussion, participants were invited to continue with activity 2 “**Let’s fall with no fear**”, but one participant refused to do it, so the second

	<p>trainer set out with her partner to do this activity. The last activity "Let's enjoy the freedom of trust" was able to take place, albeit giving more support as trainers, as some women felt that they were too heavy to be held and were afraid of hurting themselves.</p> <p>Part B (Workshop 4: photos available): All activities were implemented following the LTTA materials. The only change is that for implementing the activity "freedom of abandonment", we first start doing the "mirror" version.</p> <p><u>Third meeting: Workshops 5-6</u></p> <p>Part A (Workshop 5- non-photos available): we implemented all activities as foreseen in the LTTA materials. The only adaptation was the implementation of Ex.3 in a unique group (due to the low number of participants).</p> <p>Part B (Workshop 6- non-photos available): we hadn't implemented the introduction part (women rejected to lay on the floor), and we directly started with the first activity "Wheel movement". All activities were carried out following the LTTA materials, except the tunnel ones, due to the low number of participants.</p>
<p>How long have these activities taken? (number of</p>	<p>Three meetings – 4 hours each (2 hours per workshop – 2 workshops per meeting) We had a break between workshops.</p>

meetings\days)	
Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	Women and trans women, in the context of prostitution and, in some cases, sexual exploitation who come to Surt looking for a job in the formal market. They experienced different forms of GBV, crossed by different oppressions/inequalities such as being migrants and, in many cases, in an irregular administrative situation, among other axes of oppression. The age range is 27-45 year sold.
Number of people involved	<p>Three women + 2 trainers. <i>For the next local implementation (C3), we committed to increase the number of participants (17 instead of 10), so that we reach the project indicators.</i></p> <p>We prioritized having a small group, but with good relation among participants/trainers than a large group with no previous connections with the group/trainers.</p>
Have you found any problem carrying out these activities? If yes, how did you overcome them?	-Nº of participants: To engage women in these sessions and considering that they are not used to participating in such a learning experience, trainers met the participants before implementing the workshops and created a small group of women, pretending to ensure a real safe space for women, that promotes their commitment to the sessions. During the implementation of the sessions, trainers identified some oppressions, stigma and discrimination between participants (especially those coming from African countries vs trans women, and vice versa), a

	<p>situation addressed during the sessions.</p> <p>-Contents: In some workshops, especially those that implicate women connecting with violent situations, some women expressed their resistance to share it within the big group, which in some cases affect the general environment established. For that reason, we gave them extra time to reflect first individually (painting, writing, cutting and past photographs) and then, share it in the group, if they want to, respecting each women spaces, times and desires.</p> <p>-Music: In some activities, women expressed difficulties connecting with their emotions or with the situation that they should imagine due to the distraction that the music generates. For that reason, we decided to use music only in those activities that imply more movement and less reflection or introspection.</p> <p>-Women previous expectations: Some women asked trainers to provide them with “magic tools” to identify, deal and eradicate violence. In some cases, they felt frustrated by the structural discrimination that they had to face constantly.</p>
<p>Please feel free to add any comment you deem relevant</p>	<p>Trainers emphasized the importance of the link and the need as professionals to work from an intersectional perspective, understanding that they are not vulnerable. Instead, violence and inequality have made them vulnerable.</p>

	<p>These sessions were an opportunity to reflect all together on how we act or position ourselves in situations of violence, oppression or discrimination, and to find ways to identify and address them from a position that generates greater well-being. For the trainers, placing this workshop in the overall recovery and integration process is key to its success and maintaining the group's participation. Likewise, it is necessary to offer specific therapeutic accompaniment in dealing with GBV, which is long-term and comprehensive to avoid re-victimization.</p>
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4.3 Good practice 3

Each organization implemented the good practice for six months and filled this form with the changes made.

4.3.1 Greece



Org. name:	SOCIAL EMPOWERMENT
Country:	Greece
Topic of the practice:	<input checked="" type="checkbox"/> Social tailoring: III good practice
Has your organization already got experience in this practice? If yes, doing what?	In Social Empowerment we are working with vulnerable women since 2003. We try to empower all women who need to get inspired and believe in themselves.
Which is the local context in which your organization daily works?	<p>We provide to women services that contribute to the empowerment of the individual.</p> <p>The objectives of our services are summarized:</p> <ul style="list-style-type: none"> • To increase the employment conditions of the women participating • Help in their integration into social and economic life, • In removing from them the threat of social exclusion, • Eliminate, at least for a percentage of them, the need to resort to similar programs of counselling services or combating social exclusion and dependence on social services.

<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>In the first session we dealt with activities that had to do with getting to know each other and cultivating trust between the people in the group. The first was “The Blind Fly” and the second was “Present your Partner”.</p> <p>A discussion followed through which it emerged that all the activities contributed positively to trusting each other, to get acquainted with the environment and to be free to express themselves.</p> <p>The second session was about Marielle Franco and focused more on the debate on the issue of social minorities and the recognition of their rights. Extremely interesting views were heard, disagreements arose, fermentations took place, and we came to synthetic and fruitful conclusions for reflection and awareness of all.</p> <p>This was followed by the activity which prepared the ground for the next session on face design.</p> <p>In the third session we started with the engraving of the face on slides and followed the second activity, the embroidery of the faces. It was a revelational creative activity that managed to absorb the absolute attention of women and unfold their creativity and imagination in a simple</p>
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	<p>and honest way.</p> <p>Finally, the fourth session began with a discussion about the experience of facial embroidery and the impact that the experience had on the participants. Enthusiasm and joy of creation prevailed, and they spoke freely about the way they approached the concept of the open face. This was followed by the last activity which was about showing videos related to the life of special women. Through the biographies of Frida Kalo, Amelia Earhart and Cesaria Evora, women have tried to reflect on common aspects with those in their own lives and to find the strength to make their dreams come true despite the hardships. Creating a doll that follows this activity is referred to at the beginning of the next school year as there was not enough time to complete during the current one.</p>
<p>How long have these activities taken? (number of meetings\days)</p>	<p>We had 4face-to-face workshops.</p>
<p>Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)</p>	<p>Details of the women who participated M. M.</p> <p>She is a 32-year-old girl who lives with her parents and does not work. While she is cooperative and social, of a benevolent and meek nature, she lacks strong will and does not take any initiative that would change her stagnant</p>

life and help her evolve. Through school, her self-confidence is gradually increased and the belief is cultivated that she can set goals and shape her future responsibly.

A. K.

She is an intelligent and cultured woman, living with her husband, a retired navy officer. She raised her daughter mostly on her own as her husband was away from home most of the time. The heavy weight and responsibility that she had to shoulder all these years gave authoritarian elements to her character and made her relationships with others challenging. Most of all, however, she is concerned about her relationship with her daughter, who is a doctor and lives in Athens. Now, through her granddaughter, she is trying to reflect on her mistakes and build a new communication with her family from the beginning, showing more empathy and acceptance.

T. K.

She is a 32-year-old working woman who lives with her husband and her teenage son. She came to Greece from Albania at the age of 17, from an environment of deeply rooted patriarchy that deprived her of many opportunities. She stands out for her kindness, the quality of her

character and her strong will to evolve and improve her living conditions. Although she faces serious difficulties in written speech of the Greek language, she continues going in school with persistence, actively participates in activities and does not miss the opportunity to fight for the fulfilment of both educational and social goals.

A. T.

She is a working 40-year-old woman who lives with her husband and her two boys. She came as an adolescent, from Albania to Greece and while she has satisfactorily mastered the language at an oral level, she is unable to write in Greek. But her strong will for social and professional progress makes her find ways to overcome obstacles and succeed. She attends school with great zeal, expresses social concerns and through her wonderful sense of humor she establishes honest and friendly ties with those around her.

Z. P.

A 38-year-old working woman living with her husband and her two children. She works as a cleaning lady while at the same time attending the Evening School, continuing the education she interrupted in her childhood due to dated, detrimental views of young women of

her time. She is characterized by her difficulty to handle the negative comments of others towards herself, a fact that sometimes results in creating problems in her interpersonal relationships. However, her organizational skills and thirst to discover new experiences work as an offset to balance her character out and motivate her for self-improvement and personal development.

A. B.

She came to Greece from Poland at the age of 17 and she is a single parent to a girl. After two divorces, she continues to show strength and make the best of the opportunities given to her in a very charismatic way. She has leadership qualities, but sometimes leads to conflicts with others and difficulty communicating with her daughter. However, she recognizes her weaknesses, does not hesitate to ask for help and advice and accepting the criticism, is improving, and is developing into an increasingly mature personality.

D. P.

A mother of three girls. She does not have a steady job and faces serious financial difficulties. After a marriage in which she was abused and experienced difficult emotional situations, she tries to

find herself through a new relationship and through school. Her special quality is her poetic mood and talent to go beyond everyday life and to face in a magical way the difficulties of life.

A. A.

A woman who does not hold a steady job and lives with her mother. A very sweet and benevolent character who, however, lacks self-accountability. She has a passive personality easy to override by others and shows difficulty in evolving and satisfying her own needs. The school provides opportunities for recognition and enhancement of her self-esteem, which in combination with her willingness to work tirelessly and mindfully result in the mobilization of internal forces and the gradual exit from stagnation.

A. S.

She is a 40-year-old woman, a nurse, who lives with her husband and her two children. She behaved with great maturity and seriousness as a child due to having dealt with heavy responsibilities unfitting for her age. She dropped out of school early to work and contribute to the large family when their father became ill and the family 's small business was faced with debts. She sets

	<p>high academic goals and strives for the best by fulfilling one by one her dreams with remarkable dedication and enthusiasm.</p> <p>E. G. She is working woman, mother of two children. Her relationship with a man addicted to substances who entered her life after previous divorce from her husband, led her to situations that deprived her of the right to have custody of her children. She is now in a battle to regain this right after having to disengage from this manipulative relationship and manage to regain her personal balance firstly, emotionally. At school she progresses at a commendable pace while at the same time working hard to meet the needs of herself and of her children.</p> <p>M. S. She is a woman living with her adult son. She raised the child mainly on her own, her husband was a sailor, but her overprotectiveness has him fixed in immature behaviors and he is often financially dependent on his mother. Being focused on her child's problems, she has neither been able to develop healthy relationships with her other relatives and is facing conflicts that are difficult to manage. Her commitment to</p>
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school goals sometimes reaches the limit of obsession, however she tries with timid steps to free herself from compulsions and to enjoy life in an unhindered way.

E. D.

A 40-year-old working woman living with her husband and daughter. She married at a very young age and dropped out of school when she became pregnant with her daughter. The stimulus-poor environment she lived through all these years and her financial difficulties deprived her of the opportunity to develop spiritually. Today's deficits limit the achievement of high educational goals, however her perseverance and strong disposition help her to make small but steady steps of progress and to be proud of her new self.

A. M.

She is a 38-year-old mother of a girl, who lives with her partner after getting a painful divorce from her first marriage, facing social outcry for her homosexuality.

She is a very warm and friendly person, with excellent communication skills and social concerns. She cares about others, is sincerely committed when it comes to giving and is especially loved by everyone. She faces an unemployment

problem and seeks through education to unlock new career opportunities in her life.

A. R.

She is 38 years old, lives with her husband and has a daughter who is studying. She is an always smiling girl who was cut off from education very early, as she had to take care of her mentally ill mother. She went through difficult childhood and adolescence, that matured her and made her a strong person. Her school performance is excellent and the search for new spiritual challenges is constant. After the dismissal of her husband from his job, she works hard for everyone while attending school simultaneously and remains a fighter for life.

I. S.

She is a 40-year-old woman who lives with her husband and daughter. She works alongside with attending school and is a very creative and imaginative person. She is involved with the community and has a talent for cooking. She grew up in an authoritarian and oppressive family environment but she herself decided to leave behind the negative experiences and unpleasant feelings and move on with her life leaving space and freedom in her

relationships with others.

A. T.

She is a 30-year-old girl who lives with her aunt in her aunt's house. Growing up in a troubled family environment, she strongly seeks love and acceptance in her relationships with others. She is a very emotional and tender person; she loves gymnastics and devotes many hours of the day to it. At school she faces learning difficulties but willingly accepts help to overcome them and shows significant progress. Through education she sees the path to vocational rehabilitation and never ceases to hope for a better future for her.

M. L.

A 29-year-old girl living alone. She is very shy, with a characteristic tic in her facial expression. She grew up with her mother and stepfather, while both of her paternal siblings lived together at home. They are all very close to each other since they faced serious difficulties and health problems in the family. Her artistic talent on the guitar is not only a way of expressing her feelings but also an occasion to enjoy love and admiration from her friends and to communicate deeply with them.

E. P.

	<p>She is a 30-year-old working girl who lives alone. She lost her father at the age of 11 and had difficult teenage years. Her mother was unable to overcome the grief and was unable to cope with the parental role which made the little girl feel insecure and suffer from phobic disorders. Over time she managed to heal to a great extent and continue to look at life with optimism. She has a hard time with school due to her work schedule, but she insists on her goal and does not give up.</p>
<p>Number of people involved</p>	<p>Two facilitators were involved on the competence development training, Anastasia Argyropoulou and Aikaterini Komnianou, both had attended the training in Palermo.</p>
<p>Have you found any problem carrying out these activities? If yes, how did you overcome them?</p>	<p>The joy of women's participation in the activities showed from the beginning that there would be no difficulty in their implementation. If we could notice something this would have to do with the lifting of health restrictions due to covid and the return to normalcy. The women initially felt embarrassed and surprised by the freedom they had to be touched, to touch their bodies and to come in contact with each other. Although at first they hesitated, then everything took its course naturally and with ease. The heartfelt involvement in the spirit and practice of the program, perhaps with the help of music, stopped</p>

	any kind of hesitation and the women enjoyed every moment.
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4.3.2 Turkey

Org. name:	Small Projects Istanbul
Country:	Turkey
Topic of the practice:	<input checked="" type="checkbox"/> Social tailoring: III good practice
Has your organization already got experience in this practice? If yes, doing what?	No, we didn't implement similar activities before.
Which is the local context in which your organization daily works?	Small Projects Istanbul works on helping those displaced by the conflict in the MENA region rebuild their lives, through supporting community development, education and empowerment. Our Community Center is designed to be a place of safety and belonging;

	<p>within this space we are committed to working with the community to ensure the best opportunities for families, students and individuals to reach their full potential in Istanbul and beyond. Within the Community Center, SPI strives to provide livelihood support opportunities through the establishment of a Women's Social Enterprise, enabling skills development, income generation and economic integration.</p>
Which activities have you implemented to adapt the practice learnt to your local context?	<p>Name of implemented activities:</p> <p>Icebreaker (opening)</p> <p>Open face</p> <p>Embroider yourself</p>
How long have the activities taken? (number of meetings \ days)	1 meeting, 1 day for 3 hours
Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	Our target group: refugee Syrian women victims of war, 30-52 years old
Number of people involved	10
Have you found any problem carrying out these activities? If yes, how did you overcome them?	Participants found the embroidering part challenging. The facilitators resolved the problem by instructing participants to focus on how they felt rather than how the processing looked.
Resources (links)	https://www.smallprojectsistanbul.org/

<p>or documents, including your website)</p>	
<p>Please feel free to add any comment you deem relevant</p>	<p>At the beginning of the session, the women were divided into two groups. The women were instructed to draw with their matched friends. Then they talk about their feelings, observing themselves with some questions such as how did you feel while you were drawing, what did you feel when you looked at the portrait of your face, what detail do you like most and does it really represent you? Women gave answers to these questions stating that they liked the attention they show to each other. "My friend asked me to look at her while drawing my eyes. We studied with each other for a while. We tried to draw each other in the best possible way. "Another woman commented: "My partner was my best friend. Since she knew that I love to wear earrings, she drew me with my earring even though my earrings were not visible because of my headscarf. I was very happy."</p> <p>In the second part of the session, women were instructed to embroider their own portraits. Then they comment together with these questions: what do you feel observing the embroidery of your face, what detail do you like the most and really represents you? How did you choose the materials and techniques? What were you thinking while you were embroidering? Especially while doing this part, women made comments about how they would like to see themselves. One woman said, "I showed my</p>

hair with yellow thread like in my dream." Another woman: "Maybe we are not as young as we used to be, but the young girl inside us is always with us." With the workshop, women were allowed to leave their homes, create time for themselves, and spend time with their friends, albeit for a short time. Women were encouraged to express themselves and express their feelings through handicrafts. Activities that allow such feelings to be expressed have been found particularly important for refugee women's communities.



4.3.3 Georgia



Org. name:	Association "Mercuri"
Country:	Georgia
Topic of the practice:	<input type="checkbox"/> Social tailoring: Ill good practice
Has your organization already got experience in this practice? If yes, doing what?	No

<p>Which is the local context in which your organization daily works?</p>	<p>Our organization works with women – victims of domestic violence and their children. Almost 50% of our beneficiaries are Internally Displaced people (local refugees) from occupied territory of Abkhazia. Around 70% of beneficiaries have very poor economic conditions. For better integration organization includes in activities different groups of women.</p>
<p>Which activities have you implemented to adapt the practice learnt to your local context?</p>	<p>Main activity that we did to adopt practice to local context is sharing of this tool with colleagues and group discussion. After coming back from 3rd LTTA in Palermo, our team invite colleagues and present this activity, share pictures, materials etc. During group discussions there were analyzed potential risks and positive points of using this methodology. Our team prognoses effect of activities on target group, interests and participants' involvement, discusses structure of group and potential modification. On base of this analysis we didn't figure out needs of principal adaptation or modification. Tool applied to basic human senses: touch, sight, hearing, smell and taste that are universal, so "Social tailoring" was approve for using with our beneficiaries without modification and adapting.</p>
<p>How long have these activitiestaken? (number</p>	<p>Each group took part in 2 sessions. Frequency of meeting is 1 session per</p>

of meetings\days)	week. Total number of groups: 2 Total number of meetings: 4
Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)	Target group for this activity was mixed and includes women victims of domestic violence, Internally displaced women (local refuges), women with economic problems in one hand, and teachers of kindergartens in other.
Number of people involved	24 (2 groups per 12 persons)
Have you found any problem carrying out these activities? If yes, how did you overcome them?	We face few technical problems that connected with individual specifics of participants. Some of participants find it difficult to walk blindfolded. 1 participant should stop walking and open eyes. For some of participants refused using dark blindfold. To overcome mentioned we let to participant stop and open eyes or choose another blindfold. Those problems didn't affect overall process of implementation or influence of methodology on group.
Please feel free to add any comment you deem relevant	Teachers of kindergartens find these exercises useful for using in kindergartens to activate basic senses of children and empathy to other people.

4.3.4 Spain



Fundació Surt @Fundacio_Surt · 29 de juny

Teles i fil mentre fem xarxa i compartim recursos per l'[#empoderament](#) personal i econòmic. Un grup de dones dels programes de Surt posen en pràctica una de les metodologies comunitàries que hem après dins del projecte europeu Marielle, de prevenció de les [#violènciesmasclistes](#).



Org. name:	Fundació Surt
Country:	Catalonia
Topic of the practice:	<input checked="" type="checkbox"/> Social tailoring: III good practice
Has your organization	We do not have concrete experiences of

<p>already got experience in this practice? If yes, doing what?</p>	<p>social tailoring. However, Surt has recently been promoting home repairs workshops, an initiative similar to the one presented in Palermo. Hopefully, this vocational training will end in real opportunities for employment or entrepreneurship.</p>
<p>Which is the local context in which your organization daily works?</p>	<p>Surt is a social organization established in the Raval neighbourhood, one of the Barcelona neighborhoods with higher unemployment rates and migrant population. In 2018, the number of foreign-born people residing in Raval made up 50 per cent of Catalan's migrant population. The most common countries of origin are Pakistan, Filipina and Bangladesh. However, the profile of women assisted by Surt is widely diverse and varies from programme to programme. The same situation occurs with unemployment rates, in which 57% of the total population of unemployed people resides in Raval, 42% of women and 45,8% of migrant people. From our experience, the migrant population, especially women, have more barriers to access to the labor market and faces a higher poverty risk than the national population and EU citizens. Therefore, gender and origin crisscross become disadvantageous factors for migrant women, who are among the lowest-paid workers in the EU and are consistently de-skilled and pushed to casual jobs in</p>

	<p>unregulated sectors. According to this context, Surt had the aim to support women, especially migrant women or other women at risk of social exclusion, promoting their recovery, autonomy and empowerment from a gender and intersectional approach.</p>
<p>Which activities have you implemented to adapt the practice lean-to your local context?</p>	<p>We have decided to implement the hand-sewn dolls workshop (also learnt during the last LTTA) instead of the original exercise proposed by Handala. Most of our programmes have a closed calendar before their implementation. We prepare the calendar and decide on many activities in advance, so it is hard to introduce ad hoc activities. In addition, given that many women arrive with employment demands, we believed that setting up a workshop specifically dedicated to social tailoring and separate from the rest of our programmes could generate more expectation and volunteerism in the women's participation. One of the lessons learnt during this project has been the positive impact that has strengthened networking, mutual support and spaces for personal creation and reflection. For many women,</p>

	<p>this workshop has offered a powerful and unusual opportunity to connect with other women.</p> <p>The calendar of our workshop was:</p> <p>1st meeting:</p> <ul style="list-style-type: none">- Introduction: history of embroidery and uses of embroidery in feminist movements worldwide: Guatemala, Colombia, South Africa, and others.- Selection of the female model (public or personal) on which they will inspire their dolls. Surt presented Frida Kahlo as an example (see attachments). <p>2nd meeting:</p> <ul style="list-style-type: none">- Design of the doll: dress, features, etc.- Preparation of materials.- Presentation of the expert embroidery workshop leader.- Making the dolls with expert support. <p>The expert brought the body of the dolls already sewn so that it was more feasible to finish dolls in such a short time.</p> <p>3rd meeting:</p> <ul style="list-style-type: none">- Continue working on the doll- Presentation of the dolls to the group and discussion- Feedback and evaluation <p>This workshop has offered the</p>
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	<p>opportunity to reinforce the work done in the social sphere, break the isolation of many women and enhance spaces for socialisation and leisure. The workshops had childcare services.</p>
<p>How long have these activities taken? (number of meetings\days)</p>	<p>Three meetings of 3-4 hours each</p>
<p>Target group, profile, age range (e.g.: women victims of violence, 20-30 years old)</p>	<p>Migrant women in extreme poverty and at risk of social exclusion. 30-50 years old.</p>
<p>Number of people involved</p>	<p>8</p>

<p>Have you found any problem carrying out these activities? If yes, how did you overcome them?</p>	<p>We did not have the materials for any activities presented during the LTTA. Surt searched for co-funding with other European projects we had, and we finally managed to acquire all the materials needed, but it took longer than expected. None of the social workers trained in Palermo had any prior knowledge of embroidery. That is why they found it very difficult to implement the workshop, so they sought the support of a volunteer who was an embroidery expert.</p>
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4.3.5 Bulgaria

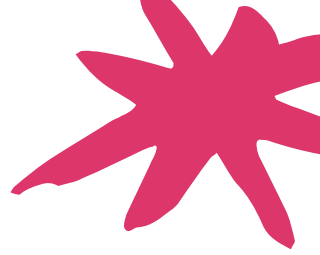
Org. name:	Association Euni Partners
Country:	Bulgaria
Topic of the practice:	<input checked="" type="checkbox"/> Social tailoring: III good practice
Has your organization already got experience in this practice? If yes, doing what?	No
Which is the local context in which your organization daily works?	The practice is used, at the local level to support vulnerable women, women victim of violence and at risk of marginalization. The practice has been introduced by the Euni Partners team to a local center for social rehabilitation and integration and it has become a common practice for supporting the users of the institution.

<p>Which activities have you implemented to adapt the practice lean-to your local context?</p>	<ol style="list-style-type: none"> 1. At the beginning, we started with a short presentation of the project and the previous² trainings, followed by an introduction to the current training. 2. Practice “Open Face” <p>The participants were divided into pairs and created a portrait of each other and afterward, reflect on all the feelings and thoughts that arose in them during the process. How they felt when they saw their portrait and what details they think really reflect their nature (and vice versa).</p> <ol style="list-style-type: none"> 3. Embroider Yourself <p>The participants had to embroider their own portraits using different techniques and materials of embroidery.</p> <ol style="list-style-type: none"> 4. Short discussion with the social workers and experts about the effectiveness of the method and how it can be implemented in the future. What emotions and self-knowledge arose during the process?
<p>How long have these activities taken? (number of meetings\days)</p>	<p>The training was held in one day.</p>
<p>Target group, profile, age range (e.g.: women victims of violence, 20-</p>	<p>Social workers, adult educators, and other experts working with women victims of violence, at risk of social exclusion and gender discrimination.</p>

30 years old)	
Number of people involved	10
Have you found any problem carrying out these activities? If yes, how did you overcome them?	No
Resources (links or documents, including your website)	https://eunipartners.com/en_gb/art-therapy-training/ https://www.instagram.com/p/CfJE8OHMZbc/



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