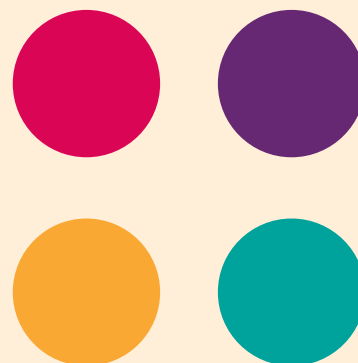




Youth Workers Towards
an Intercultural Citizenship



With the support of the
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Best Practices





Youth Workers Towards
an Intercultural Citizenship



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INTRODUCTION of Best Practices

Inequalities in access to decent employment are processes that cross different contexts in the world, and civil society does not remain in an expectant place, but, on the contrary, actions are being generated worldwide with the same purpose, to promote decent access to employability, guaranteeing human rights.

CIYOUTH has made a selection of **innovative experiences** that will inspire the promotion of actions that seek human dignity. In this document you will find fifteen experiences developed in Italy, Martinique, Ghana, Peru and Uruguay. Europe, Africa and Latin America are brought together in this publication to demonstrate that each country is promoting actions to promote employability with an intercultural approach, seeking to make cultural diversity an advantage for the citizens of the future.

In this publication you will find innovative initiatives that can be divided into three blocks. I) Initiatives that guide in the labor decision process. Here we will be able to observe strategies to prepare young people for the world of work (Job Café - Italy), as well as the development of better guidance for young people to choose their pathways (and therefore promote their future employability) (Youth mentoring - Martinique).

The second block we will name, II) Developing skills for employability. Here we will find several actions seeking to create and impact people with entrepreneurial skills, and to curb the menace of rural urban migration (The Pag'ba in Techpreneurship program P.I.T. of Hopin Academy - Ghana), develop social entrepreneurship and digital skills of youth workers and educators (Yes Club - Martinique), develop productive capacities and rural entrepreneurship in extremely poor households (Haku Wiñay/Noa Jayata - Peru), to develop youth

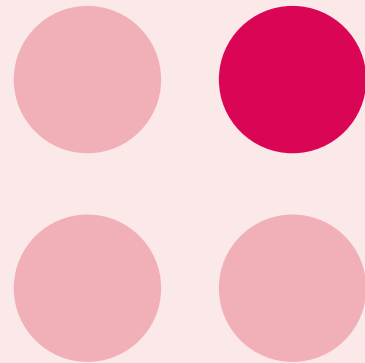
entrepreneurs through economic fairs (Feria Inju germina! - Uruguay), to equip vulnerable and unemployed women in the preparation for employer world (Mouvement du nid - Martinique), and increase opportunities for job placement and self-entrepreneurship of young people, especially women, in vulnerable situations (Educación para el trabajo - Peru).

Finally, the third block is name, III) Promoting intercultural employability spaces. Here we will find actions to build intercultural dialogue and Providing employability opportunities for foreign citizens (AMIR - Italy), to promote investment in Ghana and foster interculturality or relationships with African Americans and Africans in the diaspora (The Year of Return - Ghana), to promote local entrepreneurs as the Paseo del Mercado (Handicraft cooperative - Uruguay), to establish break down cultural barriers (Konfine-Ita), to promote tourism and intercultural learning activities (The Chale Wote Street Art Festival - Ghana), to promote and develop partnership with The Cultural Movement "Jazz a la Calle" (JALC - Uruguay), and develop job spaces for shared value and citizenship in young people (Escuela Runakay - Peru).

We welcome you to this world of experiences, innovation and celebration of diversity in the workplace.



III. Promoting intercultural employability spaces



Best Practices n.1

“ESCUELA RUNAKAY”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Lambayeque, Peru**

Name of the best practice: Escuela Runakay

Institution / Organization: **Runakay**

Explain the context

How was it initiated? What were the motivations?

In April 2013, Runakay began his work as a hospital clown in the local hospital Almanzor Aguinaga Asenjo in Lambayeque, Peru. 2 years after the experience of being hospital clowns and experiencing, through intercultural urban and theatrical incursions the positive effect of humor on people, the idea grown as (April 20, 2015) to create a space of participation for the formation and meeting of clowns that act in an intercultural and citizen way in society as an agent of change, thus was born Runakay School for training of professional clowns.

The motivation was the need to generate citizen situations of change and intercultural improvement of society, through the training of clowns.

Also, its motivation was the sowing of love and happiness in each person by bringing them not only a moment of joy, but also a great emotional change in the long term, which will improve their spirits to face the situation they are living and will give them tools to get out of those problems.

Runakay dreams of being a citizen and intercultural school of professional clown recognized in Peru, to create in young people an intercultural culture of respect for the clown technique giving a twist to the educational, cultural and emotional field.

Objectives

What were the objectives?

Its objective is to generate shared value and citizenship in young people; Runakay's members create healthy situations and moments through emotional work with the participants and, in turn, allow the valuation of art as an intercultural method of teaching and transformation. In addition, it is essential to highlight that the methodology applied promotes, in a cross-cutting manner, respect and knowledge of the local Lambayeque culture, through the rescue of its native languages, such as Quechua and Muchik.

Brief Description

Key characteristics (word minimum: 500 words)

Runakay (Quechua: nature of the human essence) is an organization of young people focused on generating situations of positive change in society through training and citizen and intercultural intervention of clowns in various public and private spaces: working in local institutions, such as hospitals or prisons, and in other scenarios addressing a specific target audience, such as vulnerable urban and rural communities.

The organization is divided into 3: Staff, teachers and Runa Civils.

Staff:

They are clowns duly trained to transform the world in every small or big step they take.

Teachers:

Young people with high experience in acting and clown technique.

Runa Civils:

They support unconditionally in each day of intervention (hospital, community, theatrical). They also help in the administrative areas.

They have a clown training school and a cultural management area with projects grouped in 3 fields, each one directed to a sustainable development goal (SDG):

(1) Heart in the suitcase: works SDG 3 (Health and Wellness) through citizen programs that bring joy, art and distraction to hospitals and prisons. Runakay makes sure to care for the integrity of each person and not degrade them to a simple bed number or social label.

(2) Mundos Lúdicos: works on SDG 4 (Quality Education) by taking playful and intercultural spaces to vulnerable populations (children and adults) either due to social problems (family abuse, prostitution, etc.) or natural disasters, to work with them on empowerment, cultural identity, emotional support, among other things.

(3) Ancestral Route: works on SDG 11 (Sustainable Cities and Communities) bringing together social projects linked to cultural management and the rescue of cultural heritage. Through staging and mini-fairs they manage to link people with their cultural heritage. They work to establish a youth ideology of respect for culture and the clown-actor who is constantly being trained and whose only interest is to create healthy and intercultural situations and moments through emotional work and the valorization of art as a method of teaching and transformation.

From time to time the runakay school opens its doors to people interested in the world of clowning and the work that is done through it. The workshops comprise the following modules: Clown Body, Clown Exploration, Clown Ridicule I, Clown Ridicule II, Improvisation, Clown Games, Scenic Assembly.

Each student enters a 7-month training process where they explore different basic and deep points of clowning: body expression, clown exploration, intercultural clowning, improvisation, etc. In this way they achieve a professional clown training.

Those who decide to be part of the team of hospital clowns go through an additional process of 2 months to enter the hospital environment.

On cultural management Runakay seeks that young people revalidate the civic identity of their city through their own cultural expressions that coexist in them, with 2 projects: Apapak and La Huaca Independiente.

“Apapäk” whose word in Muchik (ancient language of the Mochicas, pre-Inca civilization north of the Peruvian coast) means teacher, is a staging that seeks to revalidate the ancestral cultural identity of Lambayeque that mixes puppets, live music, storytelling and work of the playful and intercultural state of the clown.

La Huaca Independiente is a fair full of cultural activities created by the initiative of Iguana Org. which has two editions in Lambayeque.

It is a place where you will find conservatories, concerts, workshops: A safe space to learn, share, have fun, dedicated to citizenship.

An alliance of Iguana org, Peatón CIX, Runakay, SOZU Sounds, the Dirección Desconcentrada De Cultura- Lambayeque, the Unidad Ejecutora 005 Naylamp Lambayeque, Museo Arqueológico Nacional Brüning, Yaritza Álvarez and dePandamonio.

It narrates the adventures of two settlers, a Sicán (Murrup) and a Moche (Zina) who one day, by chance, meet in the sacred valley of Pomac; thus beginning one of the most mystical and historical adventures of their lives.

Runakay also has Runa Empresarial, an opportunity for the young volunteers of the organization to sell products related to the work they do with the clown technique, aimed at organizations whose need is to provide their work teams with a different way of understanding basic concepts to promote a good working environment and productivity. In addition to playful workshops, conferences and Risotetapia.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

The participants are 50 young citizens residing in the town of Lambayeque, in a situation of socio-economic vulnerability.

Period

How long was it carried on?

Runakay School, started in 2013 and works until now. It provides training for seven months each year.

Results

Main results for the local community, social, economic, environmental, etc.

Runakay has benefited more than 7,500 people treated in three hospitals in Lambayeque in the last two years and 1,800 people in seven vulnerable communities in that region. In addition, 1,200 people have attended its presentations in local museums, where respect and Lambayeque cultural identity were promoted.

It should be noted that 20% of its beneficiaries are Moche-speakers and 10% are Quechua-speakers, strengthening the inclusion of this local population.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The experience has three types of services that can be adapted to other communities with few opportunities:

- (1)** Doctores Runakay, with planned intercultural interventions in hospitals, to humanize the hospitalized patient and taking into account the biosecurity standards required for the protection of clowns and patients;
- (2)** Intervenciones Payasas, with citizen clown activities aimed at vulnerable populations in villages, hamlets and other rural areas or to urban population in general; and
- (3)** Sueños de Runa, with hospital interventions to lessen the stress levels of patients, during the night.

This experience seeks to revalidate the identity of the city through the cultural expressions that coexist in them.

Among the disciplines we work with Doctores Runakay, whose work axis is the hospital environment, as well as clown interventions with vulnerable populations (villages, hamlets), as well as the population in general, through the work of the clown as an intercultural agent of instruction and transformation.

Representative material
Photos, videos, links, etc.

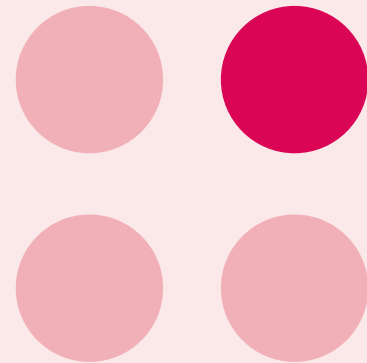


<https://noticias.upc.edu.pe/2018/10/30/runakay-agentes-de-impacto-social-que-trabajan-por-la-salud-emocional-de-la-poblacion-lambayecana/>

<https://tejiendopuentes.org/runakay/>

<https://www.facebook.com/RunakayClown/>

II. Developing skills for employability



Best Practices n. 2

“HAKU WIÑAY/NOA JAYATA”

Sector of the best practice: Non-governmental - **Governmental**

Exact Location: **24 of the 26 regions of the country, Perú**

Name of the best practice: Haku Wiñay/Noa Jayata

Institution / Organization: **Ministerio de Desarrollo e Inclusión Social (MIDIS)**
Ministry of Development and Social Inclusion

Explain the context

How was it initiated? What were the motivations?

Monetary poverty in Peru had been decreasing since the 2000s, however, at the social level, macroeconomic improvements did not achieve transformation and inclusion of the rural population; Therefore, it was necessary to be interventions in this area that would make it possible to take advantage of the context of economic growth to reduce poverty. In this context, the National Strategy for Development and Social Inclusion “Inclusion to Grow” (ENDIS) was developed, aligned with which the Haku Wiñay / Noa Jayata program was created in 2014 as part of the economic inclusion axis, in charge of the Fund for Cooperation for Social Development (Foncodes).

Objectives

What were the objectives?

Develop productive capacities and rural entrepreneurship in extremely poor households that contribute to the generation and diversification of income; as well as improving access to food security.

Brief Description

Key characteristics (word minimum: 500 words)

The program consists of promoting transformations in the home, improvement of agricultural productivity and access to the market, so that rural families can at the same time increase their incomes and improve their food security.

The user selection is carried out in three stages.

- Selection of potential communities. Where the prioritization is carried out based on a series of criteria related to the socioeconomic conditions of the populated centers

- Selection of communities to intervene. Socio-economic criteria, the opinion of the municipalities and feasibility criteria related to the operation and budget of the zonal offices are taken into account.
- Preparation of a user registry.

The program includes four components:

- **Component 1:** Strengthening and consolidation of rural family production systems, providing individualized technical assistance services, training and provision of productive assets for the adoption of a set of productive technological innovations.
- **Component 2:** Improvement of healthy housing, providing technical assistance for the installation of improved kitchens, safe water and solid waste disposal.
- **Component 3:** Promotion of inclusive rural enterprises, providing technical assistance, training and asset endowment services, through competitive funds.
- **Component 4:** Development of financial capacities, providing training on issues related to financial literacy and promotion of savings.

Each household remains in the program for a maximum of three years, in three stages:

- **Implementation:** The activities related to the first two components are carried out. Each household receives between two and four visits a month from the local Haku Wiñay operators to support and supervise the installation of productive improvements and home improvements. Each of these visits occupies a variable time, according to the needs of the intervention. The objective is to implement productive technologies and home transformations and train users in their use.
- **Appropriation:** During the second year, with more spaced follow-up visits where local operators have assigned a greater number of households, to reinforce the appropriation of technologies.
- **Consolidation.** In the third year, visits even more widely spaced. The work of local operators is focused on accompanying groups that participate in the inclusive rural entrepreneurship component, for which they also have the support of marketing specialists. Household users of Haku Wiñay can decide the specific way in which the program will be implemented in their communities, so Haku Wiñay adapts to the specific characteristics of each territory. The first two components of the intervention (transfer of technologies for the improvement of the farm and home improvements) are designed in such a way that each community can adapt them to the geoenvironmental conditions of their territory and to the prevailing social and economic dynamics. Haku Wiñay offers a possible menu of technologies to be transferred, as well as a menu of home improvements. Each community must select from this menu the technologies and improvements that it will implement, up to a maximum valued at approximately \$ 1,000 per household. This selection is made collectively, through a community diagnostic workshop prior to the intervention.

Although Haku Wiñay has a team of technicians, who are in charge of most of the technology transfer tasks are in charge of local people, who are known by the name of *yachachiq*, which means “he who knows” in Quechua. They are people inserted in the sociocultural dynamics of the communities, so they have a privileged knowledge of the area and of the characteristics and needs of rural families. They are selected after a public competition and receive, in exchange for their work, remuneration. They are in charge of

training related to components 1 and 2 of the program and receive training from specialists from the regional office and in turn are in charge of training users. There are also the “financial yachachiq”, who accompany and advise users on inclusive entrepreneurship issues and financial training for the fourth component of the program.

To improve the income of the inhabitants, Haku Wiñay promotes the development of inclusive rural enterprises. These are groups of ten or fifteen residents organized to carry out some common activity of production and / or commercialization of agricultural products. These groups receive special training and support to start their work during the third year of the intervention. Not all Haku Wiñay users participate in this stage of the intervention. Participants are defined through contests that are held at the end of the second year of the intervention.

The implementation of Haku Wiñay has been favored by the presence in the regional offices of Foncodes of engineers and agronomists who are children or grandchildren of farmers and who have now managed to become professionals after passing through the university. The incorporation of these professionals of peasant origin is not a strategy that has been planned, but the natural result of a process of social mobility, but they maintain strong ties with their communities and share a good part of the Andean peasant culture. They speak the Quechua language fluently and, in some cases, even use it as their first language in their family and work relationships. This situation allows them to bring new perspectives and greater versatility when facing the problems of field work.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

Haku Wiñay focuses on rural households located in districts experiencing poverty and predominantly family farming. The work unit is the home.

Period

How long was it carried on?

Since 2014. Each community is only in the program for 3 years.

Results

Main results for the local community, social, economic, environmental, etc.

Appropriation of technologies, such as improved kitchens, whose immediate impact on the lives of families would have fostered a more receptive attitude towards the rest of the components of Haku Wiñay. This “demonstrative capacity” would be one of the keys that would explain the low rejection rate that the program finds in almost all the districts where it intervenes.

Inclusive rural enterprises, a significant percentage of inclusive rural enterprises continued to operate two years after they started; These ventures were based on technologies transferred by Haku Wiñay, in some cases enhanced with new investments by the beneficiaries themselves; and those who participate in inclusive ventures are those who see their income significantly increased compared to their state prior to the intervention.

The financial training provided by the project has allowed user households to exercise basic practices in the formal financial system, such as managing bank accounts to receive and collect the subsidies they receive from the state, however, only some specific households have taken steps additional in their insertion in the formal financial system. The persistence of contextual factors prior to the project, such as the residents' distrust and fear of being deceived, would be combined with an unclear perception about the advantages of the financial system.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The activities that can be adapted to other communities with few opportunities are, in particular afro Peruvian communities:

(1) Afro-Peruvian communities are identified on the geo-ethnic map and through the Census of In Peru, 2017, many of them are linked by their recognition as Afro-Peruvian, they are also close to Afro-descendant reference areas such as haciendas where their ancestors work in slavery, therefore it has a relationship with farmer work, therefore the 4 components of the project are applicable to the extent that they adapt to the socioeconomic needs of the population.

(2) The stages of the Project are also implementable, but their duration will depend on the type of technology to be transferred and the resources for it.

(3) Regarding the Yachachiq, the figure as such is implementable, but requires a name change, since Afro-Peruvian communities do not have a direct link with the quecha, likewise, they have greater urban components, so the characteristics of the person occupying this role must be redefined.

(4) The development of inclusive business is also adaptable, Afro-Peruvian communities are usually linked to gastronomy, dance and crafts, items that together with tourism and other entrepreneur initiatives can generate inclusive ventures.

(5) Regarding the incorporation of professional children who are linked to the community, in the case of the Afro-Peruvian population, access to higher education is limited and with limited links with the communities. However, there are Afro-Peruvian professionals in urban areas, in that case adaptability would require the identification of these professionals in urban areas, with interests in linking themselves to Afro-Peruvian communities, based on their ethnic-racial identity, since they have no link with their territory.

Representative material

Photos, videos, links, etc.

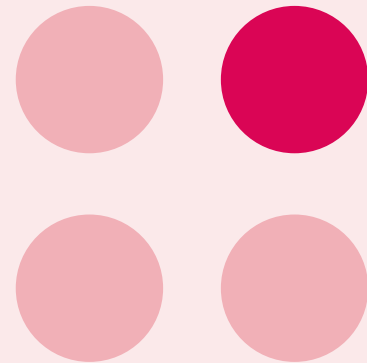
https://repositorio.iep.org.pe/bitstream/handle/IEP/1197/Asensio-Raul_Haku-Wi%C3%B1ay.pdf?sequence=1&isAllowed=y

<https://andina.pe/agencia/noticia-con-trabajo-comunitario-usuarios-haku-winaynoa-jaya-tai-buscan-progreso-803035.aspx>

<https://www.gob.pe/institucion/foncodes/noticias/215287-haku-winay-es-una-oportunidad-para-crecer>

<https://ipcig.org/publication/27736>

II. Developing skills for employability



Best Practices n. 3

“EDUCACIÓN PARA EL TRABAJO: AUMENTO DE LAS OPORTUNIDADES PARA LA INSERCIÓN LABORAL DE JÓVENES EN SITUACIÓN DE VULNERABILIDAD”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Lurigancho – Chosica, Perú**

Name of the best practice: Educación para el trabajo: aumento de las oportunidades para la inserción laboral de jóvenes en situación de vulnerabilidad”

Institution / Organization: **CESAL-Perú**

Explain the context

How was it initiated? What were the motivations?

The Peruvian population is made up largely of young people, and there is a significant group of young people who neither study nor work, and many live in poor families.

The project intervention area, made up of the communities of Nievería, Jicamarca, and Cajamarquilla, is an area of 37.5 km² that together concentrate a population of 44,240 people, equivalent to a third of the district’s population. Most of these families come from the southern highlands of the country, their mother tongue is Quechua, with an average of 4 children and have an average of 15 years of residence in the area.

Regarding the educational situation of the population in the project’s intervention area, according to local statistics, the high levels of backwardness in school stand out: 8% in children between 6 and 11 years old, increasing to 20% in adolescents from 12 years old. 17 years, this figure increases in the case of the youth population from 18 to 29, where only 7% access technical or university training, and of this 7%, 80% are men. Regarding the health problem, we find a high rate of respiratory and gastrointestinal diseases, and a high rate of child malnutrition. The problem of family violence is high, an average of 5 cases of family violence are attended daily, of which 90% are physical violence against women.

CESAL Peru has been working in the country since 1992, working in areas such as Huachipa (East Lima), Chincha (Ica region), Apurímac (Abancay, Aymaraes and Andahuaylas provinces) and Ucayali (Atalaya province).

Objectives

What were the objectives?

General objective:

To contribute to the educational, economic and social development of young people in vulnerable situations in marginal urban areas of Peru.

Specific goal:

- Increase opportunities for job placement and self-entrepreneurship of young people, especially women, in vulnerable situations in the communities of Nievería, Cajamarquilla, Jicamarca of the District of Lurigancho - Chosica

Brief Description

Key characteristics (word minimum: 500 words)

The project has served 141 young people and adults (15 men and 126 women), training them technically, providing them with tools to improve social skills and inputs for self-entrepreneurship.

The 141 young people from the areas of Nievería, Jicamarca, Cajamarquilla and Huachipa were trained through the programmed (textile, gastronomy, and commercial cashier) to which the educational assistant was incorporated, due to the existing demand among young people and institutions educational resources to have this type of staff.

The courses and workshops lasted 3 to 9 months. The courses have allowed young people to enhance their technical training in each of the subjects offered, and also improve their skills for employability. Each course lasted three months with a monthly cost of S/ 100.00 soles, which is below that offered by private or public entities.

The 11 courses were in the following areas:

- Textile: textiles, pants, pattern making
- Gastronomy: Bakery and pastry shop, buffet and catering
- Administration: Commercial cashier
- Education: Educational assistant

Among the actions that were carried out to guarantee the employability of young people, were:

- Carry out a self-analysis of personal competencies, their level of development and possible strengthening strategies.
- Provide information about the labor market.
- Provide information on local economic potential and the sectors in which they could develop, either at a dependent or independent level in their locality.

In addition, 40 people were trained, of which 27 were women and 13 men, through the development of 2 Entrepreneurship courses and Preparation of Business Plans, which were aimed at students of technical courses and the public in Generally, especially women, who have a business or want to start one. This training allowed the development of 32 business plans, from which 22 women have improved or started their business, thus fulfilling the expected result.

The entrepreneurship workshops were oriented to work on aspects such as costs, budget, administration, marketing, business management and customer service. In addition, they were offered advice through visits to their own businesses in which they were given guidance on how to improve them and work together on their business plans.

The gender and citizenship component of the project worked mainly with external personnel from public and private entities. A total of 196 young people were trained, of which 92% were women and 8% were men. Of this total, 168 young people belonged to 13 courses developed by the project. The objective of the workshop was for the participants to be able to define their objectives, purposes and goals that they wish to achieve, to know their rights and obligations, both personally, as a family and as citizens. On the other hand, the training course on Gender and Citizenship was developed, with this course a total of 56 young people benefited, where 91% were made up of women and 9% by men.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

Direct: 140 (105 women and 35 men) from the periphery of Lima, especially women, from the communities of Nievería, Jicamarca, and Cajamarquilla of the District of Lurigancho Chosica.

Indirect: 2,150 (1,200 women and 950 men)

Period

How long was it carried on?

Since February 2015, for 9 months.

Results

Main results for the local community, social, economic, environmental, etc.

The insertion of young people in formal jobs was carried out jointly with the Management of Economic Development of the Metropolitan Municipality of Lima and the Management of Local Economic Development of the District Municipality of Lurigancho Chosica, through the participation of students trained in the labor fairs and calls organized by the Labor Exchange Program of the Metropolitan Municipality of Lima (MML).

Direct work was carried out with local companies and educational institutions. According to the employment of 85 young people, of which 76 were women and 9 were men. This includes 17 women who were empowered to generate their own businesses, despite not having participated in the Entrepreneurship course.

Of the 22 people who started a business, 15 were between the ages of 18-29 and 7 in the 30+ age group. The types of business that were started as a result of the business plans carried out are: beauty salon, boutique, winery, textile workshop, restaurant, agriculture and pastry / catering

The project managed to increase the opportunities for labor insertion and self-entrepreneurship of 141 young beneficiaries, who were in a vulnerable situation according to the socio-economic file, that is, they had average income or below the minimum salary, did not have higher education or full technicians, and most of them did not come from constituted households.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

In the case of Afro-Peruvians, for those who live in Lima, the project must be adapted in reference to the territory, since in this city there is no a location where Afro-Peruvians live in a community, however, there are places in Lima with greater Afro-Peruvian presence, although they do not live in community. Therefore, the recruitment of participants can be done under a territorial approach in these places, however the selection of participants must be based on their ethnic identity.

In the case of the adaptation of the project in communities outside of Lima, there should

be identified the concentration of Afro-Peruvian population according to national registries. In relation to the content of the project, it is feasible to use the content proposed in the project. Technical training in gastronomy, textiles, education and administration are generally applicable in urban areas where there is a significant group of young Afro-Peruvians. For the case of adaptation to young people found in rural areas, the administration issues could be revised. The trainings to create entrepreneurship and on gender and citizenship are also adaptable to the conditions of the Afro-Peruvian population, however, it should include the component of ethnic identity and treatment of labor discrimination.

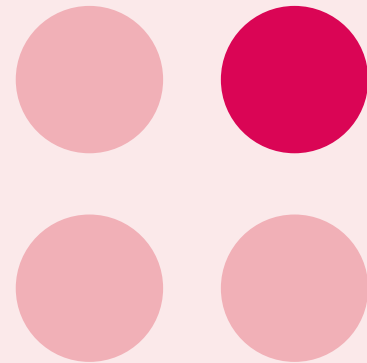
In general, in any of the adaptation cases, it would be necessary to include complementary training to strengthen their social skills, human training and family support, since in the original project was found that the participants were initially insecure of themselves, with few skills for communication and exposure to others.

Representative material
Photos, videos, links, etc.

<https://www.cesal.org/peru/evaluaciones>



I. Initiatives that guide in the labor decision process



Best Practices n. 1

“JOB-CAFE”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Mugello, Tuscany, Italy**

Name of the best practice: Job-Café

Institution / Organization: **Beecom and Associazione Professionale il Rocchetto**

Explain the context

How was it initiated? What were the motivations?

In 2014, thanks to the experience accrued within a (still active nowadays) educational youth project (Kontatto), as a group of trainers, we asked ourselves how we could help young people enhancing their competences to enter the Labour market more prepared. Therefore we decided to create a workshop structured in several meetings, each dedicated to a specific topic, such as:

1. Competencies (knowledge, skills, attitudes)
2. Intercultural competencies
3. Pimp my CV!
4. Job Interview (a role game)
5. Meeting with an entrepreneur*.

(*the workshop was supported by the Local section of Confindustria, the main association representing manufacturing and service companies in Italy)

The methodology used was (and still is) the NFE. We used several tools such as role-games, discussion, peer-to-peer activities, gamification, etc.

Objectives

What were the objectives?

In short, the objectives of the project are:

1. recognition and enhancement of skills and improvement of self-esteem,
2. enhancement of intercultural skills,
3. promotion of European policies such as exchanges and volunteering,
4. support for young people entering the Labour market.

Brief Description

Key characteristics (word minimum: 500 words)

In an increasingly complex Labour Market, it's important that young people are aware of the importance of both school education and all those experiences that can help them acquire competencies, meaning knowledge, but also skills and attitudes. In an increasingly complex Labour Market, it's important that young people are aware of the importance of both school education and all those experiences that can help them acquire competencies, meaning knowledge, but also skills and attitudes. With this idea, Associazione Beecom, in collaboration with the Professional Association Il Rocchetto (composed by psychologists and psychotherapists), has created a training course conducted with the method of Non-Formal Education (NFE) and enriched by meetings with experts and entrepreneurs.

The workshop is conducted with a team of a facilitator and a psychologist per group/class. There are five two-hours meetings, structured as follows:

- **In the first meeting**, after a moment of presentation and team-building, the group begins, through various playful and dialogue activities, to reflect on **what competencies are**, how they are composed of knowledge, skills, and attitudes. Then the students are invited to reflect on their own competencies, even those they did not imagine could be interesting for others. The Key Competencies European Framework and the European CV are then presented to the group/class in order to show how "life skills" can also be included in the CV.
- **In the second meeting**, the group approaches the **intercultural competencies** by playing a quiz in teams of three or four persons. The quiz questions concern the main foreign languages, cities, and places of the world, customs, and cultures. The quiz is easy for those who have had experiences abroad, but for the majority of the students, it proves to be pretty hard. In the end, in a debriefing, the activity's goals emerge: 1. students of mixed ancestry or foreigners are a precious resource in the team, 2. traveling is also a way to grow in awareness and culture, 3. opening up to differences is positive and enriches us. At the end of the activity, someone always says: "it would be nice to travel but... it costs too much" or similar phrases. At this point, the facilitator introduces the possibilities of traveling in Europe (even if not only) offered to youngsters through European youth programs.
- In the third meeting, the **European Curriculum Model** (and its platform) is presented by facilitators, so the students, in groups, fill the form helping each other, taking into account the knowledge they have acquired in the previous workshops.
- **In the fourth meeting** the class tackles the topic of the **job interview** through role-game. The rules of the game are explained, some students are the recruiters, others are candidates, everyone observes and takes notes on what happens. In the end, through a debriefing, the group defines a handbook of rules and advice for facing a job interview.
- Two moments composed **the last meeting**: in the first hour, the participants analyze what they have learned, reflect on what is still not clear and prepare a list of questions for the entrepreneur, coming in the second hour. Once arrived, the entrepreneur presents himself/herself and his/her work and career. Then he/she answers the questions of the students.

At the end of the five meetings, the students fill out an anonymous survey to evaluate the educational path. Until now the workshop has received positive evaluations, in particular the students like the methodology and the approach to the topics.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

The participants are 50 young citizens residing in the valley of Mugello (Florence) in from 2014 to 2016 (some of them were migrants) and about 300/330 high-school students from 2017 to 2020, some of them from a situation of socio-economic vulnerability.

Period

How long was it carried on?

The Job Café Workshops started in October 2014 and works until February 2020 (stop due to covid restrictions). From 2017 it provides training up to six High School classes, each one of an average of 20/25 students each year.

Results

Main results for the local community, social, economic, environmental, etc.

The Job-Café workshop since 2014 has benefited about 400 youths in the rural and peripheral area of Mugello. The majority of the participants fill-out a CV for the first time and declared that the workshop helped them feel more confident and less scared in the approach to the Labour Market.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The experience can be adapted to other communities and contexts.

To make the workshop suitable for other contexts, including non-European ones, it will be necessary to analyze the functioning of the Labour Market, the curriculum vitae models used in the country and other information. The goal must remain to provide useful information and simple but precise suggestions to the participants.

Representative material

Photos, videos, links, etc.





<https://agenziagiovani.it/l-agenda-di-ang/job-cafe-opportunita-europee-servizio-volontario-europeo/>

<https://www.beecom.org/job-cafe-lavoro-beecom/>

<https://www.confindustriafirenze.it/sezione-territoriale-mugello-liceo-giotto-ulivi-limpre-sa-entra-classe/>

<https://www.beecom.org/job-cafe-liceo/>

<https://www.beecom.org/job-cafe-lorientamento-al-lavoro-negli-istituti-di-istruzione-superiore-del-mugello/>

<https://www.beecom.org/job-cafe-2019-un-nuovo-ciclo-coi-giovani-del-mugello/>

<https://www.ilfilo.net/job-cafe-formazione-mobilita-e-occupazione-giovanile/>

<https://www.intoscana.it/it/articolo/arriva-job-cafe-il-mondo-del-lavoro-spiegato-ai-giovani/>

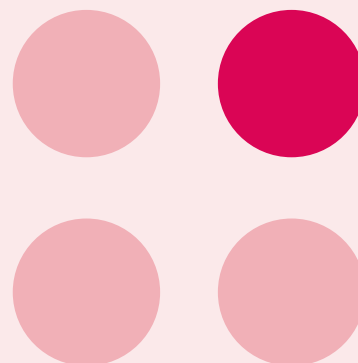
<https://www.okmugello.it/news/attualita/855795/incontri-gratuiti-job-cafe>

<https://podcast.novaradio.info/tag/job-cafe/>

<https://www.nove.firenze.it/parte-job-cafe-ciclo-di-incontri-per-ragazze-e-ragazzi.htm>



III. Promoting intercultural employability spaces



Best Practices n. 2

“KONFINE”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Mugello, Tuscany, Italy**

Name of the best practice: Job-Café

Institution / Organization: **Municipality of Borgo San Lorenzo**
(MANAGED BY CONVOI S.C.S. Onlus)

Explain the context

How was it initiated? What were the motivations?

Progetto Kontatto is a local youth project born in 2008, created and supported by the municipality of Borgo San Lorenzo, aiming to enhance youth participation that in the last years has seen the voluntary participation of around 100 youngsters from 15 to 30 years old.

Progetto Kontatto is composed of a variable number of groups/workshops depending on the requests of the participants. By a way of example, some groups are “KonDizione - Theatre”, “KonFabula -Role Games”, “KonTratto-Art”, and “KonFusione-Debate”.

The “Konfine” workshop was created in 2015 and is composed of young asylum seekers hosted by the immigration reception system administered by local municipalities.

In the Italian language the word “konfine” means “border” and this name was chosen because of the intercultural nature of the workshop, which includes italian and foreing citizens, to create a common space where they can share stories and experiences in order to break down cultural barriers.

Objectives

What were the objectives?

Main objective:

- Developing storytelling skills about one’s life through creative expression

Other objectives:

- Acquiring digital skills, such as the use of Google apps (GDoc, GMail, GMaps etc.), that can also be used in a professional context.

- Strengthening language skills, both written and oral, through the use of Italian as a vehicular language.
- Meeting and getting to know with the local community, through activities carried out in the territory (visits to local facilities, organization of events, course trips etc).

Brief Description

Key characteristics (word minimum: 500 words)

The training course is based on the methodologies of NFE and peer education for the acquisition of digital skills.

The meetings adopted a learning-by-doing approach and each meeting was structured in this way: a first moment of “re-tuning” among participants in which they told how they spent the weekend, how they were feeling, etc.; a moment of “warming up” through activities that introduced the topic of the day, not with the use of the voice, but with physical activities (inspired by theatrical training); a third (central) part of specific training on the topic, followed by a practical activity in which they could immediately put it into practice; a final debriefing.

The overall training program was structured following this logical thread: an initial phase focused on getting to know each other and team building; a second phase of in-depth study of maps (in a broad sense, from geographic maps to mental maps), knowledge of territorial services, introduction to the use of digital apps (Google Mail, Google Doc, Google Maps) and the concept of storytelling; a third phase of deepening the theme of storytelling through various artistic expressions (from maps, photos, collage, to written production) and co-design of the final event.

Finally, each meeting is also designed as a meeting with the local community, so as to increase the social impact and the level of integration of the participants: on several occasions, the course participants met local people and used local services. For example, one meeting was focused on getting to know the citizen services located in the area (the city hall, the employment center, the hospital, the school, etc.). Not only did the group talk about them together, but they also physically went to those places and (where possible) got in touch with the staff to get information directly from them. These moments are always greatly appreciated by the participants, who can thus get to know and get in touch with new realities of the territory.

Methodology and tools focused on storytelling, for an overall approach based on non-formal education and peer-to-peer.

The tools used are both traditional tools for creative expression (paper, markers, collage, maps, etc.) and digital tools, in particular the Google Suite apps (Google Drive, Google Doc, Google Maps, Google Calendar, Google Mail, Google Photos).

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

Young men and women with recent immigrant backgrounds, hosted by the immigration reception system administered by local municipalities called *Unione Montana dei Comuni del Mugello*. The participants come mainly from sub-Saharan Africa, East Africa, the Middle East and Asia.

Period

How long was it carried on?

The Konfine project has been running every year since 2015.

Since 2018, the project has been reinforced by the training part concerning storytelling and digital skills, accompanied by specific training of Italian language.

Results

Main results for the local community, social, economic, environmental, etc.

The Konfine workshop since 2015 has benefited about 50 young migrants coming mainly from Africa and Asia.

The majority of participants expressed a positive opinion with respect to the level of involvement in the group, interest in the topics covered, and language ilocal youth Project (called Kontatto) supported by the municipality of Borgo San Lorenzo aiming to enhance youth participation that every years sees the voluntary participation of around 100 youngster from 15 to 30 years old.

Empovement.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The experience can be adapted to other communities and contexts. To do so, a first need assessment is very important, in order to understand what kind of topics are more relevant to the potential participant. This analysis could be done in collaboration with local associations and organizations dealing with immigration matters, and also involving local institutions in charge of the reception of migrant people.

The goal must remain to improve participants' storytelling skills, through the learning and use of digital technologies.

Representative material

Photos, videos, links, etc.







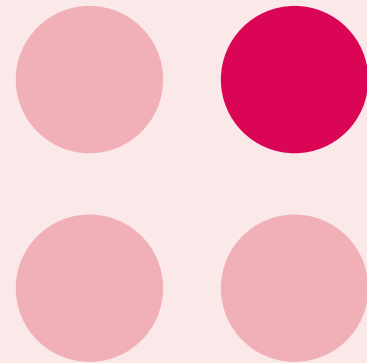


<https://www.facebook.com/ProgettoKontattoBorgoSanLorenzo>

Google Drive shared folder:

https://drive.google.com/drive/u/0/folders/191E_N3V-rgw4HPVHNGedIEjd4LcgNtQo

III. Promoting intercultural employability spaces



Best Practices n. 3

“AMIR project”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Florence, Tuscany, Italy**

Name of the best practice: AMIR project

Institution / Organization: **Municipality of Florence, Municipality of Fiesole, Regione Toscana, CR Florence Foundation, MUSEI DI TUTTI - Museums thematic network (Florence and Fiesole), Stazione Utopia (project coordinator)**

Explain the context

How was it initiated? What were the motivations?

AMIR | hospitality museums inclusion and relationship is an experimental project (the name in Arabic means ‘young prince’) launched in September 2018 by a network of museums in the territory, aimed at promoting cultural mediation activities conducted by foreign citizens. It currently involves 32 mediators and eight museums, collections and churches in Florence and Fiesole (Musei di Fiesole, Museo e Area Archeologica di Fiesole, Museo Bandini, Fondazione Primo Conti Onlus, MUSE Firenze, Museo di Palazzo Vecchio, Museo Novecento Firenze, Istituto degli Innocenti, Collezione d’Arte della Fondazione CR Firenze, Borgo di Quaracchi, Borgo e Chiesa di Santa Maria a Peretola, Villa Medicea La Petraia, Giardino della Villa Medicea di Castello) and is promoted by the Municipality of Fiesole, Municipality of Florence, MUS.e, Istituto degli Innocenti, Primo Conti Foundation and Utopia Station, with the support of the CR Florence Foundation, which offers visits in Arabic led by AMIR mediators, at the Art Collection.

Objectives

What were the objectives?

Main objective:

- **Enhancing social and cultural inclusion of foreign citizens** through culture and art: museum visits are opportunities for participants and citizens to meet and build intercultural dialogue and confrontation
- **Providing employability opportunities for foreign participants:** through training and visits participants can develop hard skills related to the cultural field of work. In the meantime they also train and reinforce soft skills through collaboration and confrontation with the other participants, with local guides and institutions involved in the project.

Other objectives:

- **Getting to know new ways to read local cultural heritage:** people with a migratory background are people who bring new values and points of view, capable of enriching the cultural heritage interpretation
- **Building alternative narratives about migration,** as a phenomenon that has always existed: not a social emergency, but a historical process that has contributed over the centuries to enriching and modifying the construction of our own cultural identity.

Brief Description

Key characteristics (word minimum: 500 words)

AMIR is a project that makes foreign citizens protagonists of the local cultural heritage narration.

The AMIR project includes:

- 1 introduction course addressed to n. 30 migrants (then called “cultural mediators”), which offered an overview of history and general art history, from archaeology to the XX century, an introduction to mediation and interpersonal communication.
- 2 days of training and updating for museum staff on the theme of the relationship between heritage and migrants.
- Focus groups for museum operators and AMIR cultural mediators, in which two key concepts were addressed through group work and collective discussion: culture and heritage. (Amir4all)
- A cycle of training and updating meetings for AMIR mediators. (AMIRedu)
- A series of practical training for mediators, mediators, and museum educators consisting of training visits that are proposed as a time of study and dialogue with the aim of developing new content and new narratives together. The activities take place in two parts: in the first part the participants attend the visit conducted by colleagues, in the second part there is a moment of comparison and analysis within the group.
- An annual program of museum visits conducted by cultural mediators trained within the project and open to citizenship.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

Young men and women living in Florence, coming from all over the world: Africa, Asia, Europe, South America.

Period

How long was it carried on?

The AMIR project has been launched in 2018.

Results

Main results for the local community, social, economic, environmental, etc.

Only recently a monitoring and evaluation process has been implemented, which is assessing the impacts on mediators, but also on museum staff and the general public.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The experience can be adapted to other communities and contexts.

The key activities for adapting the project to other contexts are: the introduction course for selected participants and meetings between local museum staff and institutions with migrant participants, for building together the cultural offer of the visits programme.

To do so, a first need assessment is very important, in order to understand what kind of topics are more relevant to the potential participant. This analysis could be done in collaboration with local associations and organizations dealing with immigration matters, and also involving local institutions in charge of the reception of migrant people.

The goal must remain to improve participants' hard and soft skills, providing employability opportunities for foreign participants and to nourish strong and enriching relationships.

Representative material

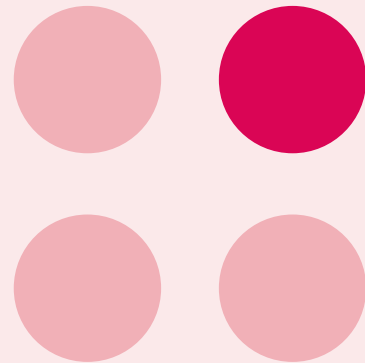
Photos, videos, links, etc.

<https://www.amirproject.com/>

<https://www.amirproject.com/our-stories>

<https://www.facebook.com/amirmuseums>

III. Promoting intercultural employability spaces



Best Practices n. 1

“MOVIMIENTO CULTURAL JAZZ A LA CALLE”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Mercedes, Soriano - Uruguay**

Name of the best practice: Encuentro Internacional de músicos Jazz a la Calle

Institution / Organization: **Movimiento Cultural Jazz a la Calle**

Explain the context

How was it initiated? What were the motivations?

The Cultural Movement “Jazz a la Calle” (JALC) is a non-profit Civil Association, in charge of organizing the International Festival of Musicians every year. It is made up of artists and neighbors who reside in Mercedes, carrying out various free activities since 2006, provided for both musicians and the general public.

These free activities have their annual closing with the International Festival of Musicians “Jazz a la Calle”, which since 2007 (with interruptions in 2016 and 2021) takes place in January.

The JALC Movement works throughout the year with the aim of promoting an environment receptive to the growth of highly elaborated popular music proposals as a boost to the development of a society richer in fundamental values, using Jazz and its technical, ethical and expressive resources as a creative attitude.

Objectives

What were the objectives?

Its main objectives are:

- Promotion and dissemination of music in its purest neutrality, through ethical knowledge that is generated by expanding the frontiers of intelligence, spirit, affection and emotion of the social body.
- Contribute, in this way, to the formation of a column of sensitized individuals who are committed to the generation, recreation and perception of reality, having the music that it promotes as a cornerstone.

Through these, and in order to use music as a tool that mediates between the reality and the ideal, they promote a process of long-term social and human reconstruction, encouraging change in people, work oriented towards values and a new appropriation and perception of reality through the senses.

Brief Description

Key characteristics (word minimum: 500 words)

The International Festival of Musicians, although it takes place in January, represents the end of the annual activities carried out by the Jazz a la Calle Cultural Movement (JALC). In 2022, approximately 150 people have participated in the organization, including sound, lighting and video technicians, volunteers in the different commissions that are formed (accreditation, logistics, coordination of street stages, among others) and families that serve as references for the musicians, functioning in a system of godfathers and godmothers. This edition also has around 200 musicians offering their show on the main stage.

The event takes place consecutively from 2007 to 2015. In 2016, the year of the tenth edition, it is canceled at the last minute due to the lack of financial support to cover the costs of the Festival. Since 2017, it has returned with the support of the public and private sectors. It must be interrupted again in 2021 due to the health emergency context due to the COVID-19 pandemic, returning in 2022.

The Festival, which in 2022 takes place from Saturday 8th January to Sunday 16th January, includes four types of activities that characterize it:

- **Masterclasses:** they are open to the public, free of charge and take place in the Club Social Centro Uruguayo in the center of the city. The masterclasses are given by musicians who are part of the concert program that is offered on the central stage, on topics related to their style of composition or performance.
- **Street Stages:** they take place on three improvised stages on Cassinoni, Leandro Gómez and 19 de Abril streets in Barrio Puerto, with neighbors providing the electricity to plug in the instruments. Professional and amateur musicians can participate in them after registering with the commission designated for that purpose.
- **Central Stage:** the central concert where the bands selected by an international jury perform, takes place in the municipal area known as Manzana 20. This green space has the capacity to hold 3,000 spectators. A large stage is installed for the Festival, and the JALC Movement also allocates a space for the establishment of a food court and an exhibition of local artisans. In case of rain, the concert is moved to the "28 de Febrero" municipal theater, located in the center of the city, with capacity for approximately 700 people.
- **Jam Sessions:** they take place every night that the Festival lasts, after the main concert and consist of improvisation sessions in which both professional and amateur musicians are invited to play, without the need to register in advance. They do not have a fixed end time, so they last until the early hours of the morning. They take place in the Manzana 20. Within the Festival, the musicians highlight the possibility offered by the different activities developed within the event of an enriching musical exchange and an instance of introspection that is channeled through music and materialized in a collective art expression. They also highlight the possibility of weaving work networks, taking colleagues as future job opportunities that allow generating new concerts in other events. Finally, the public space is transformed by the instances within the Festival that take place in it. For example, the street and sidewalks become street stages, altering their established functions. The city becomes a space for building relationships between musicians and other participants where the exercise of citizenship shapes life in society.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

In 2022, approximately 150 people have participated in the organization of the Festival, including sound, lighting and video technicians, volunteers in the different commissions that are made up and families that serve as a reference for the musicians, operating in a system of godfathers and godmothers. This edition also features around 200 professional musicians.

For professional musicians, it is mentioned those musicians of various nationalities who perform on the central stage of the event. They are selected by curators from nine regions of the world through the registration of their projects to the call made by the organization of the Festival.

Tourists and amateur musicians from various socio-economic backgrounds also participate, coming to Mercedes city to participate in the different instances.

Also students of the Music School of the JALC Movement, of various ages (from preschoolers to older adults) and of the carrier of Technologist in jazz and creative music of the Technological University of Uruguay (UTEC).

And Mercedes city inhabitants that come to the central stage every night to enjoy the show offered by the musicians.

Period

How long was it carried on?

The JALC Cultural Movement began operating in 2006 and continues to work to this day. During the school year it manages its School of Music, which has approximately 350 students. It organizes monthly concerts throughout the year and the Musicians Festival in January.

Results

Main results for the local community, social, economic, environmental, etc.

The complex network made up of all the actors involved in the Festival shapes the way it develops. Both those who carry out central actions and support activities leave their mark, their way of doing things, giving life to the event in a unique way. What happens in this edition is unique and different from previous and future editions, because those who participate differ in the same way.

However, in this edition it is observed how students from the music school of the JALC Cultural Movement assume leading roles both on the main stage and in other activities of the event, which can be interpreted as a positive result of their musical training process and their participation in previous editions, allowing them to be at the same level as foreign professional musicians who are part of the event.

Mercedes becomes the vessel in which all nations are contained, it is the space that, stripped of all singularity from the daily lives of the musicians, is at the same time permeated by them.

In this way, the public space is also modified by the event due to the fact that some of its activities take place there, altering the functions established for the elements that compose it.

Mercedes' public space is the meeting place where people make history through their actions. The exercise of the right to urban life and, consequently, the right to the city, transforms the streets of the city. Ultimately, the latter is nothing more than the product of citizens and their relationships.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

This experience has 3 characteristics that can be adapted to other communities with fewer resources:

- (1)** the honorary and voluntary nature of the members of the organization, collaborators and musicians who participate (they do not charge for giving the concert);
- (2)** the instances of musical training and exchange that take place in the Masterclasses and throughout the Festival;
- (3)** the use of public space as scenarios for the event to take place, appealing to the collaboration of the neighbors for its operation.

Representative material

Photos, videos, links, etc.

http://www.jazzalacalle.com.uy/acerca_de.html

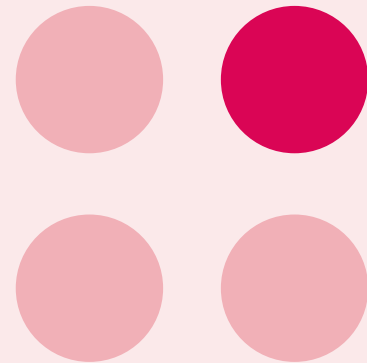
<http://www.jazzalacalle.com.uy/index.html>

<https://youtu.be/HGCOweflunw>

https://youtu.be/ASn_U17n_DU

<https://youtu.be/Ycic7kzep0g>

III. Promoting intercultural employability spaces



Best Practices n. 2

“PASEO DEL MERCADO”

Sector of the best practice: Non-governmental - Governmental

Exact Location: Mercado Municipal, Paysandú, Uruguay / Municipal Market, Paysandú, Uruguay

Name of the best practice: Paseo del Mercado

Institution / Organization: Intendencia de Paysandú / Government of Paysandú
Cooperativa de Artesanos / Handicraft cooperative

Explain the context

How was it initiated? What were the motivations?

The new marketplace was conceived as a space for the development of policies for the promotion of entrepreneurs, productive enterprises, and artisans, where the items on offer will be local, quality products, with a high component of local labour. It will also be favoured with the complement of tourist and cultural attractions, in such a way that it will be incorporated into the tourist circuit of Paysandú and its place in the local cultural agenda will be revitalised.

Opening: March 2010

Project Leaders: Municipality of Paysandú, ART-UNDP Programme, Handicraft Unit (National Direction of Small and Medium Enterprises - DINAPIME - MIEM).

Objectives

What were the objectives?

The aim is to transform the “old” market into a space of reference for the generation and commercialisation of “Paysandú Quality Products”.

Brief Description

Key characteristics (word minimum: 500 words)

In the city of Paysandú, on the corner of Sarandí and Montevideo is the Municipal Market. The building was inaugurated in March 1942. For decades, long before the appearance of the big supermarkets, there were cheese shops, delicatessens, butchers, among other items.

Today there is a gastronomic business here and there are also rooms where different courses are held. You can also find the “Artesanos del Mercado” where you can buy handicrafts and products made by local craftsmen.

On Tuesdays, Thursdays and Sundays, the traditional street fair takes place in the surrounding area, where you can find mostly fruit and vegetable stalls, but also cheese and other products.

It is intended that this space has all the tourist, cultural and commercial attractions for the new times with gastronomic spaces that add attractions to the proposal, but fundamentally that it is seen as a new factory or industry where the generation of employment comes from innovation through the sample of the enterprising Paysandú.

Some sixty handicraft production enterprises of the most varied items are combined with the food sector and a highly recommended grill. Leather goods, small wooden and leather furniture, children's decoration, cold porcelain, iron and wood sculptures, bijouterie, utilitarian ceramics, dry arrangements, wood carvings and mates are on offer; in the food sector you can find sweets, jams, preserved fruits, cheeses, chocolate and a great variety of seasonal plants. Different cultural activities are usually held there.

Departmental School of Crafts; in May 2018 it opens in the same place and aims to generate "alternative tools" and learning that "allow us to build a project from the labour and personal point of view and "vindicate craftsmanship as a profession, the craftsman as a worker and the craftswoman as a worker".

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

Initially, some 70 local craftsmen and women, who had prior knowledge of their trades and received various training to improve their products, were initiated.

They were of varying ages, mostly middle-aged.

There were 100% dedicated and others who had it as a second job. There were also those who were housewives or retired.

We can estimate 60%-40% more women than men.

Regarding their origin, there was an important number of rural dwellers.

There were also organised groups of rural women who worked together for a long time.

Period

How long was it carried on?

Since 2010. Is still open.

Results

Main results for the local community, social, economic, environmental, etc.

The space is a classic city spot, with still much to be developed. The management of the group has made significant progress, new members have joined since its creation, others have left or ceased to be artisans. The important thing to note is that the variety of existing products remains strong and growing.

In 2018, the process of becoming a worker cooperative will begin, allowing for greater autonomy.

The School of Artisans has also been created, with regular courses that encourage new people to take up the habit in various disciplines.

They also promote continuous training in areas such as commercialisation, marketing, social networks, design, financial economics, among others.

They also participate in other fairs outside their own space.

Other programmes and ventures have also provided opportunities to expand markets and volumes.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

In Uruguay there are different experiences regarding spaces for artisans, depending on the cities and their importance. Each one is made up of local artisans.

The Paysandú model has been used as a reference for cities in the interior of the country with a low average tourist traffic and a focus on selling to the local public.

Representative material

Photos, videos, links, etc.

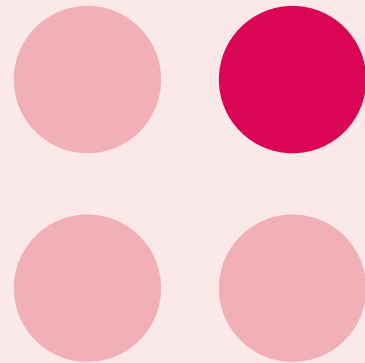
<https://www.facebook.com/artesanospdu/>

<https://goo.gl/maps/NyH44pzC8oLZcJgV9>

<http://www.sellinweb.com/>



II. Developing skills for employability



Best Practices n. 3

“FERIA INJU GERMINA!”

Sector of the best practice: Non-governmental - **Governmental**

Exact Location: **National level**

Name of the best practice: Feria Inju germina!

Institution / Organization: **Ministry of Social Development/ Youth Institute (MIDES/ INJU), National Development Agency (ANDE) and the Ministry of Industry, Energy and Mining (MIEM)**

Explain the context

How was it initiated? What were the motivations?

In 1991, Inju was created to promote work with and for youth; In 1994, the 1st Inju germina! Fair was held, a fair for youth entrepreneurs.

Inju germina! is a platform that was conceived for the promotion of entrepreneurial culture and youth innovation -the target population is young people between 18 and 29 years of age. Opening: year 1991.

Project Leaders: Inju and usually supports the municipality of each department where the fair is held.

Objectives

What were the objectives?

The objectives of INJU germina! are the following:

- The creation of points of sale that provide an opportunity for marketing and making visible the products and services created by young people.
- Generate a youth market, where young people who offer and demand certain goods and services meet.
- Promote the activation of networking, the exchange of knowledge and collaborative work.
- Provide training that enhances the development of entrepreneurship.
- Provide technical support to young entrepreneurs during their participation in the fair.
- Carry out the orientation and follow-up of the enterprises after their passage through the fair.

Brief Description

Key characteristics (word minimum: 500 words)

In the city of Montevideo, located on Avenida 18 de Julio 1865, is Casa INJU, the home of the National Youth Institute. This institute depends on Mides, Ministry of Social Development. INJU has its headquarters in Montevideo, at Casa INJU, but there are offices in all departments.

One of the priorities of the National Youth Institute (INJU) is to promote the active participation and leading role of young people as fundamental actors in the country's development process. To do this, it implements actions and programs aimed at the realization of rights and the involvement of young people with strategic public affairs for the development of their communities; promotes youth initiatives with support at the level of infrastructure, resources, training and technical assistance.

Regarding the promotion of an entrepreneurial culture, the INJU executes, supports and articulates actions that promote the involvement of young people in participation spaces linked to entrepreneurship as a productive transformation strategy that, in addition, challenges unemployment and improves the quality of life of the young population.

The generation of a line of support for young entrepreneurs, in addition to being a tool that collaborates in the construction of young life trajectories, is a contribution to a broader set of ongoing policies, such as the Youth Employment Law.

INJU training germinates!

INJU germinat! is a program for the promotion and support of youth entrepreneurship, located in the facilities of Casa INJU, in order to provide training, practical knowledge and tools that promote the execution of creative initiatives in the personal, collective and community development of the young public in 2 different modes:

a) Work in Rooms INJU germina! (or Collaborative Space)

An adequate work space for the development of a project, entrepreneurship or company idea. The space will have a place where the entrepreneur can work with the necessary infrastructure (computer resources, internet, space for meetings, project management technical references), but also in connection with other young people in the same situation and under a schedule of activities that can contribute to the development of your project.

The services offered in this modality (in addition to the workspace) are:

- Interaction activities between young people.
- Tools for project management.
- Pitch afternoons or evenings.
- Integration workshops based on a certain interest.
- Connection and alliance with organizations of the entrepreneurial ecosystem.
- Punctual advice in case of doubts during the work process.
- Access to other policies executed by the National Youth Institute.

The beneficiaries of this modality may remain as users of the service for 6 months.

b) Pre-Incubation

This modality, in addition to the use of the collaborative space and its activities, includes participation in a pre-incubation program that enables the entrepreneur to develop their idea and advance in the realization of a viable and sustainable enterprise.

The support will be tailored, incorporating various instruments that range from training and consultancies to connection with organizations that provide financing for entrepreneurship, all under permanent monitoring of the evolution of the entrepreneur and their project by the program. In any of the modalities, the use of INJU services germinates! It has a cost for the beneficiaries.

The program is for young people or groups of young people between the ages of 18 and 29 who have a business idea close to materializing or a venture with differential added value, in any field, that are sustainable in the future.

The projects to be supported will have sustainability as a fundamental requirement and include some component of differential added value. The call works under the modality of contest and the application to both modalities is made through an online form.

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

It includes young people from all over the national territory who are between 18 and 29 years old and are developing their own entrepreneurship without differentiating their socioeconomic or cultural level.

To participate in the fair, it is necessary to complete an online registration form that is posted on the INJU website (at the time of the call).

Participation is free of charge.

Another requirement is have the Youth Card (plastic modality or app). The entrepreneur must personally attend his stand.

Period

How long was it carried on?

Usually each fair lasts about a week, it has been held for 30 years.

Results

Main results for the local community, social, economic, environmental, etc.

The Inju fair germinates! has collaborated in the best development of youth entrepreneurs. The target audience of the National Youth Institute is young people between the ages of 14 and 29, but in the case of the fair it germinates! It is limited from 18 years to 35 years inclusive, taking into account the majority in the workplace. More and more young entrepreneurs are applying to participate in the program of the youth entrepreneur fair Inju germinates! which shows a good acceptance, positioning, empowerment of it. It also speaks of a knowledge of what it provides. We talk about "the Inju program germinates!" Well, it's not just about the fair, the sale, the sample, but also the training, that's where we notice the results the most. These results that are evident in the final product of young entrepreneurs as well as in the personal process, their commercial growth that goes into the organization, production, presentation, how to advertise, also and something extremely important that also tends to be perhaps what what makes it more difficult for them, knowing how to put the sale price of their products (these can be physical products or services) correctly calculate how much the quantitative value is. Another point in which the influence of the Inju germinates program has been noted! It is in the choice of what to produce, learning to study the offer - demand, the needs of the environment in which they are handled.

The best communication and interaction between the different entrepreneurs has been achieved, seeking a better result, seeking to optimize resources. Another result pursued is that they can enjoy, experience, value each of the stages, of the steps of their processes, that they learn to recognize their mistakes, their defects and of course discover their virtues in order to be able to improve little by little.

These recognition processes are also carried out at the project level, the team of the National Youth Institute, Inju and in this case, the team that is in charge of organizing the Inju program germinates! It also seeks to correct errors, identify the weaknesses of the project, of the team, and of course take advantage of the strengths, and this has turned to the good of young entrepreneurs.

One result that made a big difference was to be able to “get out” of Casa Inju in Montevideo and bring the Inju project to germinate! to localities of the interior, of course, that for this to work, the environments that favored each instance were sought, coupling the fair germinates! to local fairs or other festive events that promoted in one way or another the participating youth enterprises. These results have also had a lot to do with the commitment of the municipalities of each of these localities, of the good communication and interaction between the central Inju team, each Inju team of the corresponding localities, which are the ones that function as mediators as well of different commissions, groups among others. Within the adaptations, another good result should be valued, such as the Inju Germinas Fair! Virtual in the pandemic environment.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

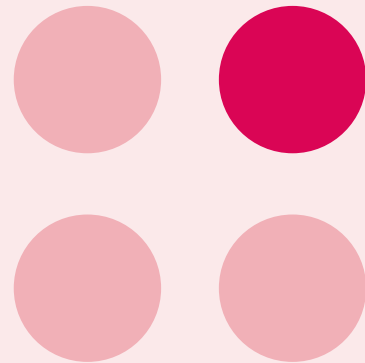
The model has been adapted depending on the different localities, the duration varies, the number of participants, was also generated the online modality.

Representative material

Photos, videos, links, etc.

injugermina.gub.uy

II. Developing skills for employability



Best Practices n. 1

“YES CLUB”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Fort-de-France (Martinique)**

Name of the best practice: Yes Club

Institution / Organization: **DA&DA**

Explain the context

How was it initiated? What were the motivations?

Over the past decades, social entrepreneurship has emerged globally as an innovative economic actor combining positive social impact with entrepreneurial spirit at the service of common good. While addressing social, environmental or societal issues, social enterprises also enable the improvement of the inclusiveness of the labour market by creating new job opportunities and encourage participation of different stakeholders in decision making process. The success and impact of various social enterprises and the increasing interest in such initiatives worldwide encourage institutions such as the European Commission to promote and support social entrepreneurship development.

However, despite its growing policy attractiveness, the lack of knowledge and awareness about social entrepreneurship and its benefits among youth, and the lack of existing support for developing specific competences, are the first obstacles in the development of social entrepreneurship among youth in the world.

Objectives

What were the objectives?

- Develop the skills of youth workers & educators , particularly in social entrepreneurship education and for supporting young people online, including disadvantaged young people.
- Develop the ICT skills of youth workers by training in the use of Moodle, a free software learning platform, to create online training and modernize their working methods
- Develop and recognize the pedagogical, civic, technical (including ICT) and entrepreneurial skills of youth entrepreneurship club members (including disadvantaged young people) in order to facilitate their integration into the labour market through social entrepreneurship, and encourage their initiatives.

- Develop and promote the virtual club of youth entrepreneurs with services tailored to young people of different abilities, and contribute to the promotion and education of social entrepreneurship among young people
- Develop cooperation between youth organizations, education and training institutions, representatives of the business world and the labor market (including entrepreneurs) and decision-makers to improve their synergies and complementarities in the training and support of young people in order to facilitate their insertion in the labor market and in society. Carry out the orientation and follow-up of the enterprises after their passage through the fair.

Brief Description

Key characteristics (word minimum: 500 words)

The Youth Entrepreneurs Social club project aims to develop social entrepreneurship and digital skills of youth workers and educators so that they can facilitate learning and social entrepreneurship opportunities for young people.

The objective of the project is to develop and promote a virtual club for young people all over the world through the development of interactive e-learning courses on the theme of social entrepreneurship. The long-term idea is to support the social initiatives of young beneficiaries of the virtual club and to make them more visible in Martinique.

The two main stages of this project are the development of e-learning modules by professionals from each partner country during two mobility sessions in Greece (carried out in September 2021) and in Vietnam (scheduled for February 2022).

During these two trainings, the participants developed the content of these tools but they were also trained to become e-mentors of the online platform to promote the local implementation of the project.

Following the development and finalization of all course modules on social entrepreneurship, an online social initiatives fair will be organized in 2022 by each partner to support local initiatives among the participants who have finalized the program training.

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

Young people who wish to learn or discover the different challenges of social entrepreneurship.

Period

How long was it carried on?

1/12/2019 - End of 2022

Results

Main results for the local community, social, economic, environmental, etc.

The project will allow young people involved by the participating structures to discover in a fun way the different challenges of social entrepreneurship today. At the end of the project in 2022, 24 micro social projects will be initiated and disseminated on the online youth platform and nearly 200 young people will be trained in social entrepreneurship and will have obtained the youth e-club certificate to attest to their participation and their achievements and new skills.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

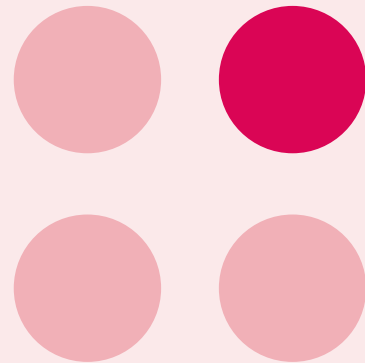
This project can be carried out in all countries that wish it since the platform is available in english, all young people who wish can register.

Representative material
Photos, videos, links, etc.



The e-learning platform: <https://e-learning.youthclub.eu>

II. Developing skills for employability



Best Practices n. 2

“SOCIO-AESTHETICS AND EMPLOYMENT”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Fort-de-France (Martinique)**

Name of the best practice: Socio-aesthetics and employment

Institution / Organization: **Mouvement du nid**

Explain the context

How was it initiated? What were the motivations?

The main objective is to restore confidence in finding and acquiring a job through the establishment of training workshops to dress during a job search.

Objectives

What were the objectives?

- Restore confidence to the public in the possibility of finding a job
- Use group discussion and collective intelligence to prepare for a job interview
- Equip vulnerable and unemployed women in the preparation phase of a job interview

Brief Description

Key characteristics (word minimum: 500 words)

- Participants are invited to participate in the workshop freely to practice choosing an outfit and working on the professional posture for a job search.
- The professional in reference (a socio-esthetician) brings the equipment on site: a clothes rack, hangers and several outfits.
- Participants are invited to come and choose and try on the outfits they would like to wear for a job interview from the different choices.
- The professional and the other participants are in support to come and advise and guide the other people in the group.

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

Young women in a very precarious situation (many of whom are in prostitution)

Period

How long was it carried on?

October 2021

Results

Main results for the local community, social, economic, environmental, etc.

- Better self-confidence for women far removed from employment
- In the long term, these workshops make it possible to work in depth on the obstacles to employability.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

This project can be carried out anywhere but with the support of a structure or association that already works in collaboration with the public of young migrants and/or precarious women. It can also be offered to young job seekers in connection with the institutions that support them.

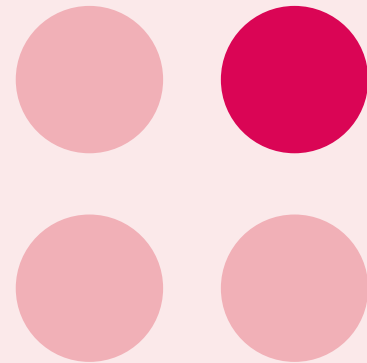
Representative material

Photos, videos, links, etc.

/



I. Initiatives that guide in the labor decision process



Best Practices n. 3

“YOUTH MENTORING”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **France**

Name of the best practice: Youth mentoring

Institution / Organization: **Association AFEV**

Explain the context

How was it initiated? What were the motivations?

Some young people, due to their personal situation (social, family, their history, ...) may find themselves out of step and disadvantaged compared to other young people faced with the demands of the school or professional environment. To overcome these inequalities, and because each young person faces specific difficulties, AFEV has decided to set up individualized support to support them. Mentoring goes beyond school to address issues of lack of motivation, self-confidence, cultural openness, mobility etc.

Objectives

What were the objectives?

- Reduce educational inequalities for young people from disadvantaged neighborhoods and from immigration.
- Better guidance for young people to choose their pathways (and therefore promote their future employability).
- Meeting of two young people who do not know each other or who do not know each other well.

Brief Description

Key characteristics (word minimum: 500 words)

Two hours per week, depending on his schedule, Afev offers students to support a young person in his education and orientation. Young people are “spotted” by the educational teams in connection with the association and are in contact with support. One of the association’s programs offers specific support for young people newly arrived in France (intercultural dimension).

This voluntary action aims to reduce social, academic, educational, digital and / or geographic inequalities so that access to higher education and employment for young people with fewer opportunities are better supported and therefore less concerned later by unemployment than today.

The goals of mentoring are to:

- awaken their curiosity, their centers of interest, their desires
- to help him to organize himself, to make him more autonomous, to better manage his time
- to give him a hand in his revisions, his homework, his learning
- to make him discover resource places, cultural or leisure places in the city
- to make the link with the parents and the school

Concretely, during the accompaniment, they are proposals for games, discussions, methodological advice, revisions, activities around reading, writing, art, cultural outings, help with homework.

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

The young people supported come from disadvantaged neighborhoods and often from an immigrant background.

The students are between 18 and 30 years old, the aim being to promote peer-to-peer relationships between young people.

Period

How long was it carried on?

The support offered is for one year but the couple can be the same for several years if the young person and the student agree.

Results

Main results for the local community, social, economic, environmental, etc.

- Cities and neighborhoods with equal access to higher education and choice in employment
- Local solidarity among young people to fight against educational inequalities
- Strong partnerships in neighborhoods and cities around disadvantaged young people

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

This action can be carried out anywhere, you simply have to develop agreements with associations, the city's universities (to recruit students) and schools in disadvantaged neighborhoods.

Representative material

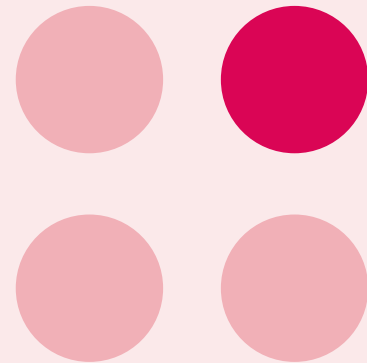
Photos, videos, links, etc.

<https://www.youtube.com/watch?v=ZlqpkU9JGdA>

<https://mentorat.afev.org/>



II. Developing skills for employability



Best Practices n. 1

“HOPIN ACADEMY”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **Tamale, the northern regional capital of Ghana.**

Name of the best practice: Hopin Academy

Institution / Organization: **SEDARVP-GHANA**

Explain the context

How was it initiated? What were the motivations?

Hopin Academy was started in 2010 as a social enterprise that aims to serve as an alternative to the Ghanaian public education system. The educational initiative was co-founded by a Ghanaian entrepreneur, MacCarthy M. Mac-Gbathy and Danish film maker and Harvard-trained “Innovator,” Anders Midtgaard.

The academy specializes in training online marketing, social media communication, writing, video production, entrepreneurial work and web communications.

Hopin Academy has international academic partnership with Bryn Mawr College and Haverford College through the BiCo-Dalun Summer Action Research Fellowship, a learning program fostered in 2010 where Bryn Mawr and Haverford students create community projects with Ghanaian partners.

Objectives

What were the objectives?

Hopin Academy key motivations among others are:

1. to establish and run an innovation hub, with goal-oriented, practiced-oriented learning system for young people,
2. to create and impact people with entrepreneurial skills, and to curb the menace of rural urban migration in Northern Ghana,
3. to reduce poverty by empowering young people with entrepreneurial or employable skills,
4. to offer financial support to startup businesses,
5. harnessing young people with digital communication and information technology,
6. to promote Private Sector Development.
7. to enhance competitiveness in the labour market.
8. to offer professional training and coaching to young people.

Brief Description

Key characteristics (word minimum: 500 words)

Hopin Academy is an innovative entrepreneurial organization, which provides hands-on training, participatory or practice-oriented learning with the aid of technology.

The programme under review is **Pag'ba in Techpreneurship** program (P.I.T) (Women in Technology Entrepreneurship).

The organization use the best content from the internet and apps to connect with its students. The training is combined with a strong community and personal support in order for their products to become competitive on the labour market and reach their personal objectives as entrepreneurs by the end of the courses.

The Hopin method starts with a short discussion where the students set their personal goals which they want to reach within the program. After clarifying their personal objectives, they find themselves in a comfortable study environment, where the community, the peer-to-peer learning and the personal support by the supervisors, facilitate and allow participants to the opportunity to get relevant skills, knowledge and competencies in realizing their goals.

Apart from the entrepreneurial training and business incubation, the center also runs its own business startups in areas such as transportation, agriculture and recycling. They include Agri Transport (M&M Xpress and Right Shea.)

They embarked on the Social Media Week (SMW) in December 2019, with various sessions in skills development such as E-Waste up-cycling and monetizing YouTube as well as engagement with some NGOs and traditional authorities.

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

The Pag'ba in Techpreneurship program (P.I.T) or Women in Technology Entrepreneurship was purely meant for women.

Participants first applied and were considered based on internal criteria for selection. But a special consideration is given to different cultural background but a demonstration of high interest is key.

In total, participants were 30.

Tamale is a cosmopolitan city with its inhabitants from all over Ghana and nearby West African countries. People from all ethnic tribes within the enclave can participate and be trained in the academy.

Period

How long was it carried on?

The training went through between September 28, 2020 and November 20, 2020.

Results

Main results for the local community, social, economic, environmental, etc.

- At the end of the cohort, a hackathon was organized in the form of a conference, and businesses were birthed.
- All participants also received certificates .
- The conference was for all-female. Female resource persons were invited to speak on a subject matter relevant to the ladies after which the ladies were given the opportunity to pitch their innovative business ideas for a grant.
- The trainees learned advanced google search strategies and delved into the internet infrastructure, basic UI, and UX design, and then web design using WordPress. They

then had a session on design thinking and then climaxed it with business development training with a special focus on the Lean Model Canvas.

- This project which held annually is meant at promoting gender and digital inclusion in Northern Ghana and also help young women establish their own businesses.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

HOPin Academy, system and practices can be adopted; it can be adapted and applied in nearly every environment. Especially places where poverty and youth unemployment are rife.

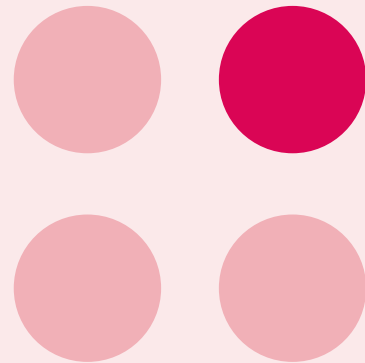
Representative material

Photos, videos, links, etc.



<https://www.hopinacademy.org/>

III. Promoting intercultural employability spaces



Best Practices n. 2

“THE YEAR OF RETURN PROJECT”

Sector of the best practice: Non-governmental - Governmental (BOTH)

Exact Location: **Mainly Ghana but included citizens from the USA, Jamaica, UK and Mexico**

Name of the best practice: The Year of Return Project

Institution / Organization: **SEDARVP-GHANA, Both Ghanaian government and US based Non-Governmental body called Adinkra Group**

Explain the context

How was it initiated? What were the motivations?

The **Year of Return** initiative was the government of Ghana Project and fully endorsed by Ghanaians to pursue alliances with the African Americans to “come home” for visit and investment.

The motivation was to encourage an understanding of Ghanaian culture by “Africans” in the diaspora.

It was also to make Ghana an attractive destination for tourism.

Objectives

What were the objectives?

1. To promote investment in **Ghana** and foster interculturality or relationships with African Americans and Africans in the diaspora.
2. To make **Ghana** a key travel destination for African Americans and the rest of the African diaspora.
3. To rebuild the lost past in the 400 years journey since slavery started.

Brief Description

Key characteristics (word minimum: 500 words)

It was a partnership of Ghanaian government and a U.S.-based Adinkra Group – that was intended to encourage African diasporas to come to Africa.

Several events were held in 2019 to mark the **Year of Return**. These events included Ghana’s Independence Day in March, Black History Month in February, the Ghana-Jamaica Homeco-

ming Festival between April and May. The Heritage Paragliding Festival in April, the Pan-African Festival of Arts and Culture from July to August. Also included in the broad context of the Year of Return is the Emancipation Day celebration in August and the Afrocella festival in December. There was also an organization called monetizing YouTube as well as engaging with some NGOs and traditional authorities in Ghana to understand the positive impacts of partnerships.

There were colourful events including durbars and festivals across various regions of the country.

Participant characteristics

Who were the participants involved and how many where there, from what socio-economic background?

Participants were mainly African Americans, Jamaicans, Mexicans, known celebrities of African origin from the UK and the USA.

By the end of 2019, about 750,000 people had visited Ghana.

Though it was generally meant for African Americans, citizens of the USA and UK with interest to invest in Ghana were also encouraged to participate.

Period

How long was it carried on?

The initiative was launched in September 2018 by Ghanaian president, Nana Akufo-Ado in which he declared 2019 as the Year of Return, in acknowledgement of the 400-year anniversary of the first enslaved Africans arriving in the New World.

The project reached its pick in December 2019 but was to be continued in 2020 only to be halted by Covid-19 pandemic.

Results

Main results for the local community, social, economic, environmental, etc.

- 1.** It promoted interculturality
- 2.** It raised the economic status of local businesses in Ghana especially artisans, hoteliers, restaurants and food joints etc.
- 3.** It allowed for better appreciation and close collaboration between Ghanaian and diaspora cultures.
- 4.** It attracted foreign direct inflows to Ghanaian economy.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The project can be localized in deprived communities by campaigning for few successful people from such communities to return and establish economically viable ventures in their hometowns, home cities, and home villages.

An annual festival could be used to attract them home.

Representative material

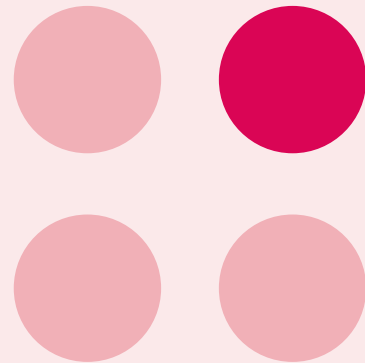
Photos, videos, links, etc.

https://www.google.com/search?q=THE+YEAR+OF+RETURN+gHANA+PROJECT&client=firefox-b-d&channel=crow5&sxsrf=AOaemvKgTYZ4lc35VOiWOGfgmzKap-n3Q-Q:1639056912723&source=Inms&tbm=isch&sa=X&ved=2ahUKEWjjoLHo6tb0AhUog-v0HHZejDx8Q_AUoAXoECAEQAw&biw=1366&bih=643&dpr=1

**THE YEAR OF
RETURN**
— Ghana 2019 —



III. Promoting intercultural employability spaces



Best Practices n. 3

“THE CHALE WOTEY FESTIVAL”

Sector of the best practice: Non-governmental - Governmental

Exact Location: **JamesTown, Accra, the capital city of Ghana.**

Name of the best practice: The Chale Wotey Festival

Institution / Organization: **SEDARVP-GHANA**

Explain the context

How was it initiated? What were the motivations?

The Chale Wote Street Art Festival also known as Chale Wote Festival which started in 2011 has become an annual Street Festival. It is an intercultural festival which attracts people from all walks of lives.

Objectives

What were the objectives?

1. To promote unity and diversity.
2. To encourage youth creativity.
3. To promote tourism and intercultural learning activities.

Brief Description

Key characteristics (word minimum: 500 words)

It is an annual month-long programme usually organized in August every year. Since 2011, CHALE WOTE has included street painting, graffiti murals, photography, theater, spoken word, interactive art installations, live street performances, extreme sports, film shows, a fashion parade, a music block party, recyclable design workshops and much more. It is the first to be organized in Accra, Ghana and has inspired similar events across the country. There have been 6 editions so far; the first two ran for one day each, while the 2013 and 2014 edition ran concurrently for two days, the former in September and the latter in August, a week after the Homowo festival of the Ga people at the historical Jamestown, Ghana on the High Street in Accra. There were colourful events including durbars and festivals across various regions of the country.

Participant characteristics

Who were the participants involved and how many were there, from what socio-economic background?

Participants are generally artists with the youth at the center of everything. People from across Ghana come to participate in the event. Today, it attracts over 100,000 participants.

Period

How long was it carried on?

It started as a single day festival but currently runs as a month long event.

Results

Main results for the local community, social, economic, environmental, etc.

1. It has been replicated across different cities in Ghana.
2. It massively promotes interculturality and participation
3. It promotes creativity and the culture of oneness
4. It promotes and improves the economic livelihood of artists who participate in it.

Adaptability

How the experience can be adapted for use in other communities with fewer opportunities?

The project has already been localized in various cities of the country. It can also easily be adopted and organized anywhere in the world.

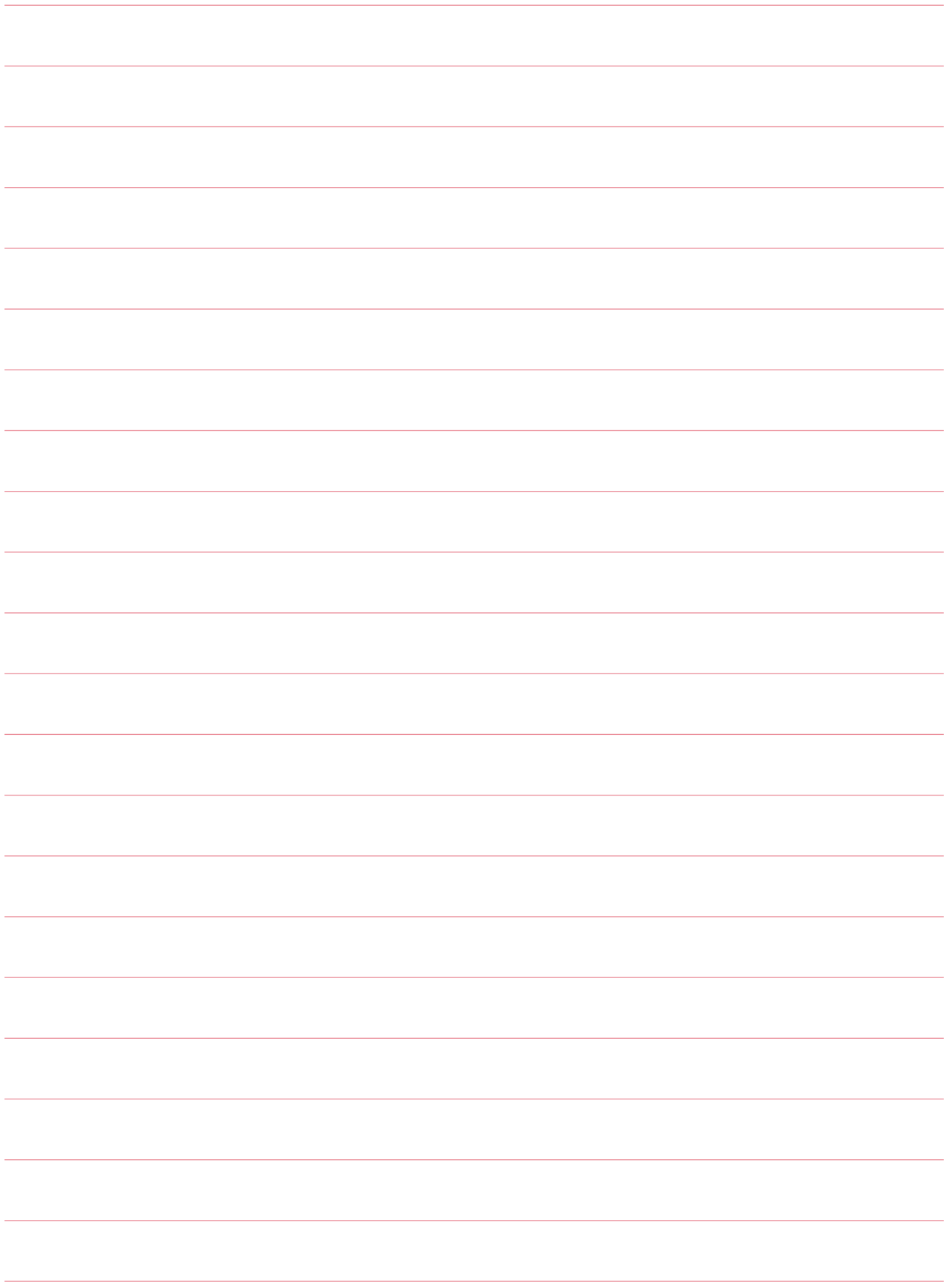
Representative material

Photos, videos, links, etc.

https://en.wikipedia.org/wiki/Chale_Wote_Street_Art_Festival#/media/File:Chale_Wote_116.jpg







CiYouth

Youth Workers Towards
an Intercultural Citizenship



With the support of the
Erasmus+ Programme
of the European Union

