



Safe spAces For LEarning | SAFE



Good Practices on Safe Spaces for Learning Summary

**IO1. A.2.: Good Practices on Safe Spaces for Learning:
A visual library of existing safe spaces for adult
education**

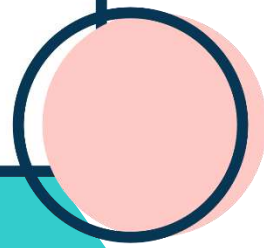
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Coordinator



Escola Profissional **AMAR TERRA VERDE**

Partners



INTERNATIONAL COUNCIL FOR
ADULT EDUCATION



ΔΑΦΝΗ ΚΕΚ



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



DIE WIENER VOLKSHOCHSCHULEN



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*Safe Spaces for adult learning:
The SAFE Good Practices*

IO1. A.2.: Good Practices on Safe Spaces for Learning: A visual library of existing safe spaces for adult education

Good Practices on Safe Spaces for Learning Summary

Table of contents:

Introduction.....	29
Part 1: Spaces for Hard to Engage Learners	30
Supporting educators in creating safe online spaces for learning	31
Som da Rua.....	34
Project functional basic education of adult roma.....	37
Eta Beta workshop «Fare Tag».....	41
Pele.....	43
Solidarci	46
Manicómio	49
Part 2: Open Spaces.....	52
Foundation – The Interenerational Volunteer Center	53
Living library.....	56
Belgrade urban running club BURT	60
Melissa Network	63
Professional online training courses for «Childcare workers».....	67
Part 3: Spaces Protecting Gender Identities	70
Orient Express.....	71
Que[e]rbau Seestadt.....	73
Craftistas	76
E8 CSO: Programme “Y and M”	78
Miteinander Lerner/birlikte öğrenelim	82
Athens Housing Collective for LGBTQIA+ individuals	85
Part 4: Online Communities	88
Safe Space as the Backbone of digital storytelling	89
Support Trainers Problem Solving Mentalities	92
City Walks	95
JUMP Jugendzentrum Marco Polo	98
Nai, Eisai Misogynhs.....	101
Project P come Partecipazione	104

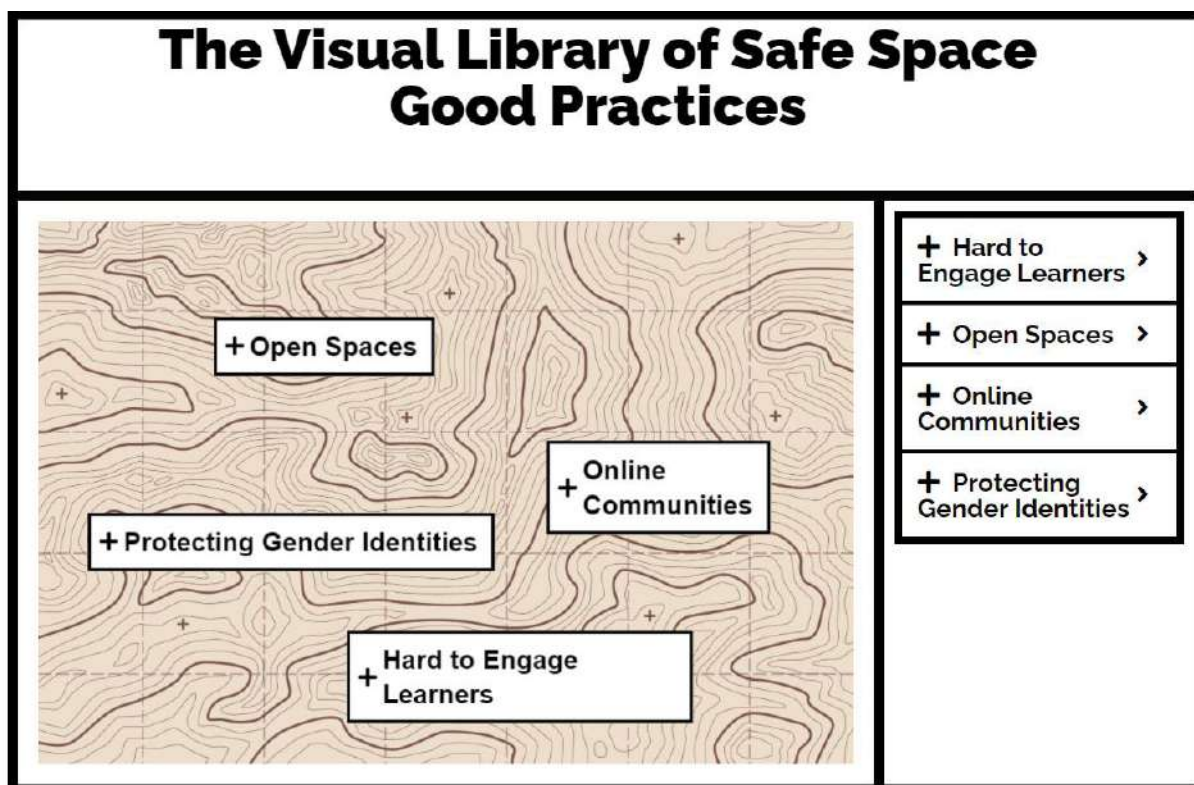
Introduction

In the framework of the European project “Safe spAces For lEarning” we identified that safe space is a space which, either technically or emotionally, is meant to provide equal opportunities, representation and communication outlets for marginalised groups or persons in an environment of respect and understanding that eliminate oppressive behaviours, recognises struggle and cultivates dialogue.

With a scope to more intrinsically understand the concept of SAFE Spaces we created the [SAFE Visual Library](#), a Digital Library of Good Practices in different areas of establishing safe spaces for adult learning!

This publication is a downloadable summary of all the contents of the Visual Library and is organised in the same 4 categories that can be found therein. These are:

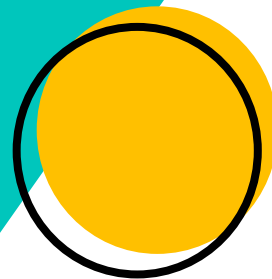
- Spaces for Hard to Engage Learners
- Open Spaces
- Spaces Protecting Gender Identities
- Online Communities





Part 1: Spaces for Hard to Engage Learners

A learning space must be perceived by the learners as a safe space. This implies several concepts from inclusion, respect, motivation, possibility of individual and collective empowerment and intergenerational cooperation. Involving learners from disadvantaged groups or in a period of Covid 19 has been a challenge that many organizations seek to overcome. Here you will find some good examples of initiatives that look to overcome those challenges and involve all, even the most reticent.



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IO1.A2: Collection of Good Practices

Supporting educators in creating safe
online spaces for learning



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING



Supporting educators in creating safe online spaces for learning

A short presentation of the project:

During the COVID-19 pandemic, AONTAS took up a number of measures to support adult educators in providing a safe learning space online.

Acknowledging that many adult learning providers and educators were struggling with transitioning their teaching online, and at the same time with offering adequate support their learners, AONTAS organized a series of weekly webinars to discuss key issues in teaching and learning during COVID-

19. One of the webinars focused on promoting five wellbeing key messages: supporting learners in building a sense of safety, calming, self and community efficacy, social connectedness, hope. Another webinar promoted 10 principles of learner engagement during COVID-19, such as empathy, not business as usual, peer-communication between learners, or using plain English. AONTAS also collected a repository of good practices in online learning provision, publicly available on its website.

AONTAS provided a space for adult learning providers to share their ways of supporting learners in difficult times; practices and approaches that enabled learning to remain a safe activity regardless of the emergency situation. Such responses included sending care packages, equipment for online learning, top-up cards for mobile phones, and regularly checking in with learners to make sure they are coping with the change in their learning environment (and their lives as they knew them). Learners were encouraged to stay in touch e.g. via Whatsapp, to reflect on their own learning by taking pictures or by keeping a diary.

A short presentation of the organization / association:

AONTAS is the National Adult Learning Organisation advocating for the right of all adults in Ireland to quality lifelong learning. Bringing together community education providers and other adult learning providers, AONTAS highlights the importance of learner voice in improving both policy and practice and supports adult educators who work directly with learners.

Aspects that make this practice a good example of safe learning space:

This good practice showcases that often for safe (online) spaces to develop, a functioning structure is helpful. National umbrella organisations can support adult educators and providers with a platform for peer exchange, tips for wellbeing, a repository of resources. Safe spaces for learning need adult educators who also feel safe, as the global health emergency clearly showed. Sharing messages of wellbeing and learner engagement in an online environment is of paramount importance, during a pandemic and beyond.

Exploring the cross-border transferability:

In some ways, this practice is unique as it comes from a perspective of a national umbrella organisation and a country with a well-functioning system of liberal adult learning. That said, some elements – such as creating peer support groups or wellbeing messages – could be used in other contexts e.g. by adult learning providers.

Contacts and links for further reading:

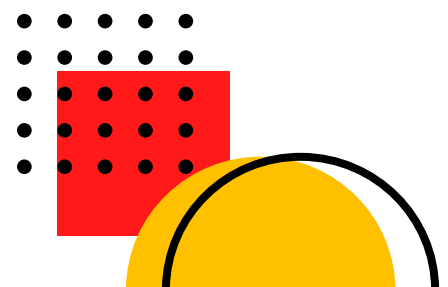
Learner support during COVID-19: input of Dearbhail Lawless, Head of Advocacy at AONTAS, at the EAEA Annual Conference 2020:

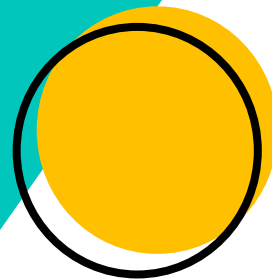
https://www.youtube.com/watch?v=xvJPTe_qB8A

AONTAS blog: <https://www.aontas.com/knowledge/blog/>

AONTAS resource hub : <https://www.aontas.com/knowledge/resource-hub> Direct contact

with the organisation that implemented this practice can be facilitated by EAEA's Aleksandra Kozyra: [aleksandra.kozyra \[at\] eaea.org](mailto:aleksandra.kozyra@eaea.org).





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IO1.A2: Collection of Good Practices

“Som da Rua”



Project n°: 2020-1-PT01-KA204-078631

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“Som da Rua”

A short presentation of the project:

An orchestra, many lives. Singing against loneliness. "Som da Rua", under the command of Jorge Prendas, is a social inclusion project where music is an escape from many difficult lives.

With strong support from professional musicians and social educators, the members of this group, mostly homeless people, assisted by social solidarity institutions, rehearse weekly and perform concerts, following a routine similar to that of many other amateur musical groups.

“Som da Rua” was created by Jorge Prendas, in 2009, after his experience in a musical project in the prison establishment of Custóias, for one year. Jorge Prendas thought of a new project, which for him would be the most challenging and inclusive until then held at Casa da Música: «the principle was to include the most excluded of all [...], working with people who are on the street, homeless, homeless, in risk groups, in hostels, in pensions [...] and with all the institutions that wanted to join us and did a fully inclusive musical work» (said, in an interview, Jorge Prendas in 2011).

Jorge Prendas seeks to put into practice his democratic conception of how a group works, giving each one the power of expressing himself / herself through music. Whoever arrives is welcomed. Open to participation by all who identify with the concept, this inclusion ensemble social group is made up of dozens of men and women who know the streets of the city well. In common they have difficult stories and the desire to mitigate them through music.

Interpersonal relationships between director and employees and between director and participants are informal, cordial, showing mutual respect, trust and some complicity. The director says who feels 'like a friend of theirs'. Everyone is called by name and sometimes some participants call the director. He is careful to greet all members, especially greeting new ones or those who have been absent from rehearsals for some time. The atmosphere in the rehearsals is calm and conducive to learning and involvement of the participants.

The space that has been chosen as the local for the rehearsals is not the «Casa da Música» for being an important and maybe scary and intimidating place for the public the project tries to reach. So the space is a room in a stone house, in the historical area of Porto, in Rua dos Comerciantes. A room provided for rehearsals by the Foundation for the Development of the Historic Area of Porto. The doors of the house and the room are always open.



A short presentation of the organization / association:

This project was developed by the Serviço Educativo da Casa da Música in partnership with Liga para a Inclusão Social – Portugal.

Aspects that make this practice a good example of safe learning space:

This project uses the benefits of musical practice as a mean of intervention in disadvantaged social contexts, with vulnerable people. They feel empowered and able to express themselves through music. Planning the activities in a place that is not intimidating for the participants is also a positive aspect of this project: it leaves to the participant the freedom to participate or not; they have the right not to come during a while.

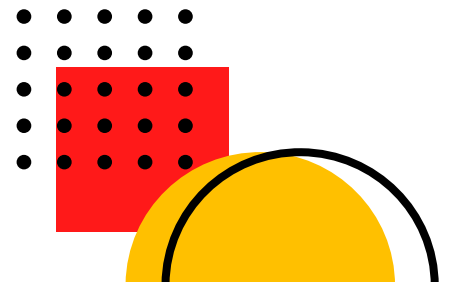
Exploring the cross-border transferability:

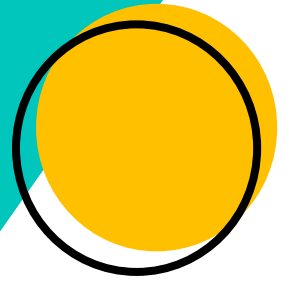
This project is easily transferable to other places and also to other kind of "artists". The concept of freedom and the idea of no one pointing the finger are important. The space is also important: by choosing a space more close to their livings can give the participants this feeling of cosiness / comfort / safety that they might not find in a more imponent building (as they are – most of them – homeless people).

Contacts and links for further reading:

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

<https://www.rtp.pt/play/p2183/e218228/sons-da-rua>

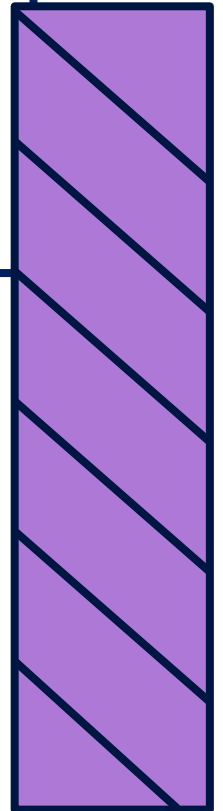




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IO1.A2: Collection of Good Practices

Project Functional Basic
Education of Adult Roma



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Project Functional Basic Education of Adult Roma

A short presentation of the project:

Institute for Pedagogy and Andragogy, Faculty of Philosophy Belgrade as an experienced institution for research in adult learning and education. created a programme that should offer a possibility to address the literacy problem on a national level, by creating the network within the system of education, which should be able to meet the specific needs of basic education for the Roma population.

The programme was created in summer 2005, with the duration of 2 years, as the pilot programme in 11 cities all around Serbia, with an intention to expand the network to the whole country later. The programme should be considered relevant today too, since it has helped in creating the relevant educational formal framework.

The programme has the pilot character, with the aim to test the model of functional basic education on the group which faces the most complex situation in Serbia – the group of adult and out-of-school youth, especially women -- as primary beneficiaries. Later on, this programme should be able to adapt the model of basic adult education for further beneficiary groups (other ethnical minorities, rural population, persons with disabilities etc). Most important aspects of the programme included: literacy and basic education programme combined with vocational training, new curriculum for literacy and basic education programme was created in order to be more close and related to the real needs of the target group, and new subjects were introduced in order to provide students with relevant social and professional competencies and life skills.

Project has established many partnerships such as Ministry of Education and Sport and Ministries of Work and Social Policy, Ministry of Human and Minority Rights, National Employment Agency, Local Employment Offices, Roma National Council, Poverty Reduction Office, Society for Adult Education NGO, Roma NGOs, Elementary Schools, Schools for Elementary Education of Adults, Secondary Vocational Schools, Regional Training Centers.

The total numbers of 275 students have enrolled the class, among them 32% women and girls. The retention rate within this specific population was 75%. Of all the students who participated in the programme 90% have finished elementary school (obtaining the state recognized diploma) and vocational training (obtaining the qualification and recognized certificate).



Aspects that make this practice a good example of safe learning space:

The project aimed to provide quality education for participants in the programs, creating a curriculum in accordance with scientific principles in working with adult learners. Also, the program was created in accordance with the needs of students, and was constantly adapting to the local needs of these specific groups, their family and work requirements. Additionally, the whole curriculum was adapted according to the specific age group, their needs and habits, all basic subjects within the primary education curriculum passed the revision, and adaptation in line with needs of this specific group.

Programme has also established a network of trained Roma assistants coming from local communities with an aim to help students with school materials as well as to be additional support within the family environment. This has been especially important since within these populations addressing the cultural relation towards learning and education, has helped learners and whole families to better understand the project and its value and has created a safe learning environment. The learners were participating actively in the social activities of different kinds, active in job-seeking, some of them already got the job (in one case the whole class!), many of them are for the first time officially registered and obtained identity documents, they got social and health insurance, in many classes the whole families came together to join the programme etc.

During the project monitoring and evaluation of the project additionally helped in providing safer space for the learners. In evaluation surveys and feedback from Roma assistant project leaders were constantly in touch with participants' needs and progress, addressing the issue on the local level, within schools.

The value of learning and education was increased among Roma communities, some common actions (such as public works) were organized in some communities and villages, and the issue of education of marginalized and vulnerable groups received public attention.

Exploring the cross-border transferability:

Since the programme aimed to reform the educational system and addressed some of the major social, economical and political problems of marginalized groups, the project had to deal with the different aspects of life and work of those groups. This problem was tackled by intensive cooperation with various institutions. There was also a big problem with the old-fashioned educational system – lack of relevant legislation, insufficient financing mechanisms, lack of high-quality providers and programmes...Project has showed that creating this expansive programme, curriculum and network of actors can address the problem of basic adult education within specific groups such as Roma, other minorities, marginalized women etc.

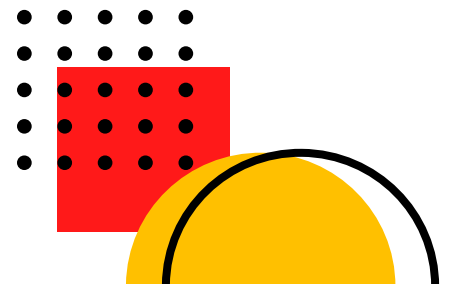


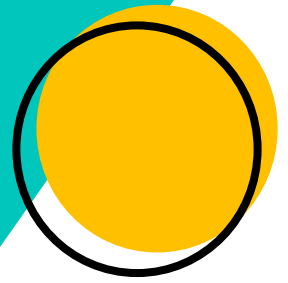
State institutions and organizations are more open and involved in making education accessible for marginalized groups, some synergy effects were achieved (main actors in Roma education are connected and networked), and the model of the programme has been “transferred” to other countries in the region. Additionally, a network of actors showed the potential in expanding the right example of accessing the needs of vulnerable groups using scientific principles in adult education and support from the local communities.

Contacts and links for further reading:

https://razmenamaterijala.webs.com/FOOOR_ENG%20web.pdf

<https://www.aes.rs/wp-content/uploads/2016/02/FOOO-CIP.pdf>





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ETA BETA Workshop
“FARE TAG”



Ag Number: 2020-1-PT01-KA204-078631

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ETA BETA Workshop - “FARE TAG”

A short presentation of the project:

A safe, inclusive and motivating learning space is possible when workshop work can be initiated with the girl/boy.

A safe space is one that is co-constructed with the girl/boy and designed according to the person's knowledge and interests.

Short presentation of the organization / association:

Fare TAG is a workshop in which we offer personalised care and support to young people between 14 and 25 years of age in situations of hardship.

The "Fare Tag" workshop is a place for constructing meanings in which DOING is the training horizon through which to deal with situations of discomfort.

Operating team

Educators, art masters with professional skills in the fields of glass, wood, iron and clay, a computer operator specialised in the use of online programmes and games, an anthropologist and a sociologist.

Objectives

We provide the young people with an experience with a strong practical value that puts them in a position to act also in their own environment, through a dual perspective:

-RECOVERY, i.e. the emancipation of the individual.

-REHABILITATION, i.e. the set of practices implemented to develop or enhance latent capacities.

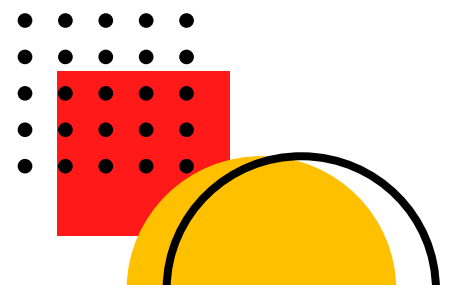
Aspects that make this practice a good example of safe learning space:

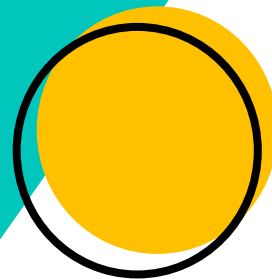
- large and well organised workshops
- possibility to work with materials that appeal to the child
- presence of art masters or instructors with specific skills
- participation in the various stages of material processing
- networking with adults
- flexibility of the operators working in the SAFE SPACE

Exploring the cross-border transferability:

Safety is a collective representation, it is necessary that a representation of SAFE SPACE is perceived and elaborated by the participants so that the SPACE is experienced as SAFE and QUIET.

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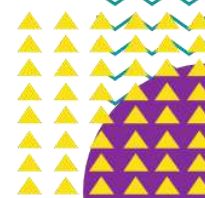
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Pele Association Programmes:
Art and Citizenship Laboratory (LAC)
ENXOVAL: time and space of resistance

SAFE SPACES FOR LEARNING



Project n°: 2020-1-PT01-KA204-078631





Two very interesting projects promoted by the association Pele: Art and Citizenship Laboratory (LAC)

A short presentation of the project:

The project proposes the development of spaces for artistic creation and civic participation aimed at young people that live in compliance with the measures of law, educational mentoring, and prison protection. We especially address youngsters that demonstrate failure profiles and school dropout, by promoting the activation of social and personal skills for their inclusion and employability.

The main objective is to certify young people through participation in artistic workshops (theater, music, fine arts...) and through attending different thematic seminars, in an innovative methodological approach, developed in partnership with the Faculty of Psychology and Educational Sciences of the University of Porto.

<https://www.apele.org/en/work-in-progress/lac/>

https://www.youtube.com/watch?v=jQiGvi1EF_c

ENXOVAL: time and space of resistance

A short presentation of the project:

Project that proposes a multiterritorial, transdisciplinary and intergenerational approach on Gender Equality through artistic practices, connecting communitary groups from Porto and Amarante for three years.

Located between Porto and Amarante/Marão, these groups are the basis of collective creation of ENXOVAL and are distinguished by the generations they represent, as well as by the characteristics of the territory where they are based in and by the socio-economic context in which they are located. In these spaces, they discuss, reflect, and create on the basis of the feminine heritage and of issues related to equality and gender stereotypes, thereby opening spaces for freedom and inspiring the will for change.

<https://www.apele.org/en/work-in-progress/enxoval/>

<https://www.youtube.com/watch?v=FFQqNvWD0PU&t=9s>



A short presentation of the organization / association:

PELE is an artistic structure in Porto, which in the last 5 years has developed several artistic projects, always guided by the principle of placing individuals and communities at the center of the intervention, promoting artistic processes of individual and collective empowerment. Since its creation, PELE has promoted community art training activities for artists and technicians, circulated throughout the country with 5 educational shows, two of which were part of the IP Livro e Bibl's itinerant program. It was part of two European projects, Grundtvig and Leonardo da Vinci.

Aspects that make this practice a good example of safe learning space:

Both projects place individuals and communities at the centre of creation, enhancing individual and collective "empowerment" processes in a balance between ethics, aesthetics, and effectiveness. Both assume artistic creation as a lever for community, social and economic development, contributing to social and territorial cohesion. They are both based on dialogue.

Exploring the cross-border transferability:

These projects are related to a kind of public that you can find in a lot of countries, in entities that work with at-risk youth, adults serving prison terms (for the first project). In addition, the activities proposed can be used for a public with low qualifications, low levels of democratic participation, unemployed people who need support in their reintegration into the labor market or even minorities. Although the reported projects focus on two specific audiences, the proposed activities are transferable to work on other personal and social dimensions in completely different audiences.

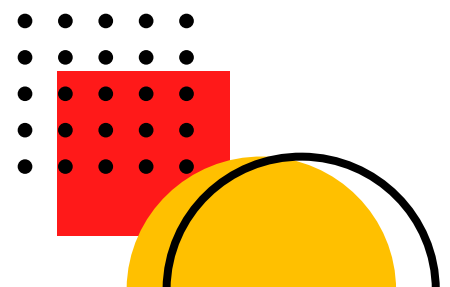
Contacts and links for further reading:

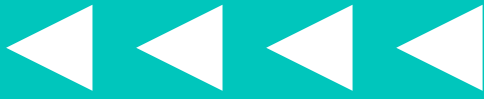
www.apele.org

[facebook: apeleespaco](https://www.facebook.com/apeleespaco)

[instagram: pele.espaco](https://www.instagram.com/pele.espaco)

[youtube: PELEspacocontacto](https://www.youtube.com/channel/UC...)





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Solidarci



Ag Number: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Solidararci

A short presentation of the project:

The activity was aimed at young people from non-EU countries.

The objective of the activity was to improve the soft skills of young people so that they can make the best use of their human and professional resources and contribute to the social, inclusive and participative development of their living contexts.

The project lasted 2 months with weekly meetings of 2 hours at the structure where the beneficiaries were hosted.

We prepared a programme of activities as a framework to guide the educators and participants throughout the process.

Attention was focused on:

definition of the rules of the setting and the way of collaborating together

feedback asked from participants at the end of each meeting (reflective moment)

personal evaluation and self-assessment of improved/acquired competences

Active and cooperative teaching methods were used, such as non-formal education, cooperative learning, life skills education, learning by doing, empowered, peer education, play.

A setting was created with the following elements:

- physical arrangement of the workbenches, designed and created to set up the "non-classroom classroom" as a multifunctional place of study, meeting, operation, exchange and construction of knowledge. The positioning of the pupils' workbenches was horseshoe-shaped

- the multimedia interactive whiteboard (LIM), positioned so as to become, within the physical space, the strategic mediator between the different educational actions and the elements offered by the other digital tools, thus offering infinite learning possibilities.

Methodologies: Non-formal education, Cooperative Learning, Life Skills Education, Learning by doing, Empowered Peer Education, Play

Short presentation of the organization / association:

SOCIALE is located in CASERTA, CASERTA, Italy and is part of the Social Advocacy Organizations Industry. There are 5 companies in the SOLIDARCI SOC COOP SOCIALE IMPRESA SOCIALE family.

According to Solidararci a learning space, in order to be safe and inclusive, should be an open and flexible 'environment', favouring successful active and cooperative teaching methodological strategies such as Cooperative learning, Peer tutoring, Learning by doing, Project posing and solving. These strategies facilitate operational



approaches that ensure the integration, complementarity and interoperability of its spaces.

In particular, it should have the following characteristics:

- Comfortable, warm and well-kept space
- Relaxed time
- Educational style based on observation, listening and planning
- Participation, developing co-responsibility and education

Aspects that make this practice a good example of safe learning space:

- Favouring active and cooperative teaching methodological strategies that facilitate operative approaches that enable the integration, complementarity and interoperability of its spaces.
- Use an educational approach based on observation, listening and planning.
- Extended time that respects the learners' time and is able to involve even those who are slower by considering different cultures and languages
- Create a welcoming, warm and well-kept space

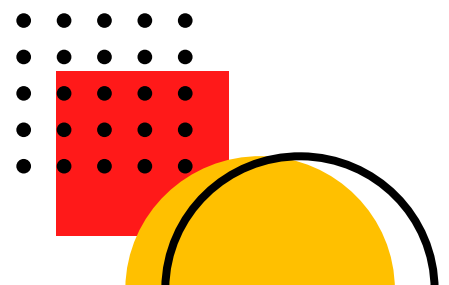
Creating a SAFE SPACE favours the educational relationship between teacher and learners. The teacher uses appropriate verbal and non-verbal forms of communication, such as encouraging, prompting, supporting and encouraging the learners to develop different skills in his learners.

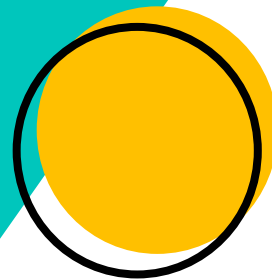
In addition, a SAFE SPACE enables learners to come out of their own individuality to meet others and accept diversity as an invaluable value.

Exploring the cross-border transferability:

The creation of a Safe Space facilitated self-exploration in the participants through the creation of a friendly climate in the teacher-learner relationship, based on mutual respect, and a diminution of the children's anxiety and insecurity.

I think that the tested practice can be used in educational contexts with a (cultural and linguistic) heterogeneity of the group of learners.





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IO1.A2: Collection of Good Practices

“Manicómio”



Project nº: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING



“Manicómio”

A short presentation of the project:

The Manicómio project was conceived by Sandro Resende and José Azevedo, founders of the Association for Creative and Artistic Development P28, where they teach plastic arts to patients at Hospital Júlio de Matos, in Lisbon (a psychiatric hospital).

It is the first creative space which promotes works by artists with experience of mental illness. The project was born in March 2019, in Beato (a parish in Lisbon), and appears with the purpose of conquering the dignity and recognition of the artists who work there, looking for demystifying the stigma associated to mental illness, encouraging the employability of patients and promoting their social inclusion. Sandro Resende insists on underlining that "this is not therapy, it's art", despite the artists guaranteeing that that space is essential to their well-being. "I've never seen a medical record, what interests me is the person and what they want to do".

Sandro Resende defends that the freedom given to artists creates responsibility. "The schedules are made by the people themselves and when they come to work they arrive with a strong desire to do things well and the result is seen both at work and in self-esteem". Artists receive a grant, which includes meals, transport and a salary, in addition to 70% of the income that results from sales of the pieces produced and 90% from the workshops they perform. The success is so big that there are more than 80 people on the waiting list for the next spaces.

A short presentation of the organization / association:

The Manicómio is a non-profit association, with state support, namely from Turismo de Portugal and other private companies.

Aspects that make this practice a good example of safe learning space:

To underline the aspects that make this practice a good example, we can just reproduce here some comments of Anabela Soares, one of the artists that work in the Manicómio: When she is asked about what she feels about working on the Manicómio project, she simply answers: "Peace. A lot of peace. Something I've never had in my life". With a tough childhood, always believing that no one would like her, Anabela found a safe haven there.

Another aspect is the freedom: no schedules, each one works at his / her rhythm; no pressure, each one has his / her space for work.

Manicómio is na autonomous space for artistic creation, without stigma and without the presence of disease. There, each one is seen at first as a person, then as an artist and only then as a patient.

Exploring the cross-border transferability:

This project needs an attractive space, where these artists might feel inspiration for their creations, but also freedom. They can't have a schedule neither someone controlling their work. They just need some material support and a space where each one can create freely.

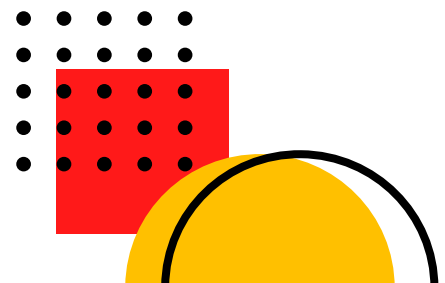
Contacts and links for further reading:

Address: Rua do Grilo 135, Lisboa

www.manicomio.pt

Facebook - @manicomio.portugal

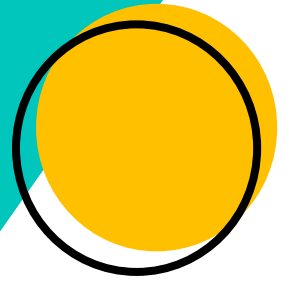
Instagram - manicómio.pt





Part 2: Open Spaces

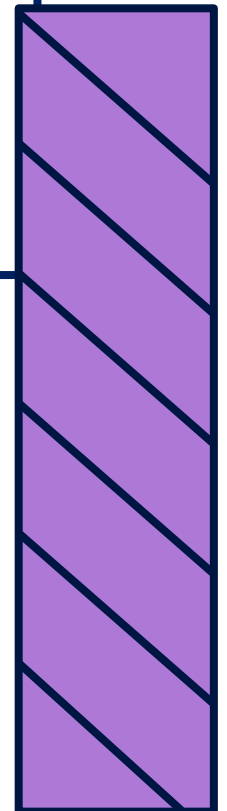
Openness doesn't only mean absence of obstruction but, in the context of safe spaces, it leads us to heterogeneity of the group, diversity of space and contents covered (from cultural to ethnical or social). Those good practices presented here are an example of that.



Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Foundation - The Intergenerational
Volunteer Center



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Foundation - The Intergenerational Volunteer Center

A short presentation of the project:

Self-organized group of older women who are committed to organizing and attending adult education courses. Group is open for everyone and most of them are learners and facilitators as within the group culture there is no strict role division. Programs within the group include intergenerational cooperation, creative art workshops, sport sessions, informatics lectures and workshops with the support of adult educators.

The goal is to connect several generations by implementing the principles of lifelong learning and development, helping social and intellectual development, encouraging activism, volunteerism and inclusion of the elderly, the disabled and children. Group respects diversity, non-violent communication, everyone in the role of leader is and can propose new activities and contribute to the programme. The group is led by a volunteer team with about 37 constantly active members organising around 400 events during the year.

The group is also connected with other local and national organisations such as Who Builds the City and Association Coalition for Solidarity Economy Development, local municipalities and uses open public spaces for activities and events.

In 2017 the group established Foundation - The Intergenerational Volunteer Center as a non-profit, non-governmental, humanitarian foundation.

Aspects that make this practice a good example of safe learning space:

This specific group is an interesting example of how a self established and organized group can provide non hierarchical participation among its members. This non hierarchical aspect is especially important as it provides participants equal contribution to the programme as well as the future development. Solidarity among the members and inclusion of different ages provides the safe space for members, as well as learning opportunities that foster cooperation and individual and collective growth.

The group is the place for participants to feel a shared collective living and learning atmosphere. That aspect is especially important in connection to safe space as it gives the emphasis on collective bodies and community development that provide a sense of belonging and mutual understanding. Self organisation of events that include local communities provide an additional space for groups' self reflection for future



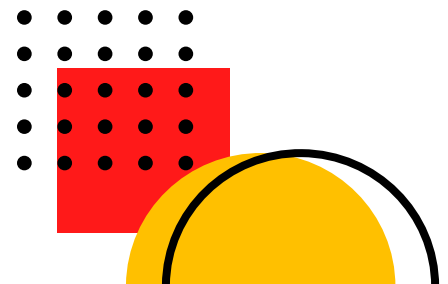
development and contribute to strengthening the local community potential, supporting other local organisation and initiatives.

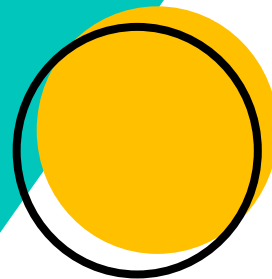
Exploring the cross-border transferability:

Self-organizing groups can be found in different contexts, and their contribution to the development of local communities is immeasurable. One of the most important reasons is that it increases civic inclusion and participation. On the other hand, from the inside, group cohesion encourages solidarity and non-hierarchical structure affects the creation of safe spaces through learning and nurturing healthy lifestyles in adulthood / old age. This specific aspect can be gained in various diverse communities as long as it serves directly to the group members and recognizes their collective body of work as the most important aspect of group's development.

Contacts and links for further reading:

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





Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

Living Library as a safe
space to meet a community

SAFE SPACES FOR LEARNING



Project n°: 2020-1-PT01-KA204-078631



Living Library as a safe space to meet a community

A short presentation of the project:

At each meeting, four or five “books” / storytellers share their stories for fifteen minutes, with five minutes earmarked for Q&A. This happens over two rounds in relatively small groups, while a third round is dedicated to mingling between the participants and deepening the conversation. After a break the participants join an evaluation circle, during which they share what they think they will bring home: their immediate impressions and thoughts,

An informal atmosphere is fostered: participants can help themselves to a coffee, they speak in small groups. Interpretation is provided for those speakers who need it.

A “living library”, sometimes called a “human library”, is not a new concept, and is often reinterpreted and readjusted depending on the circumstances. In some cases, readers enter the space and pick the available “book” that interests them most based on a short description (E.g. “living with a disability, nothing stops me”).

A “living library” can also function online, with virtual events and videos available for participants to share their experiences.

A short presentation of the organization / association:

In the words of one of the organisers of “Dzīvā bibliotēka”, a “living library” is called so because the method creates a direct connection to a library: guest speakers take the roles of storytellers. It starts with the principle that everyone’s story is valuable and that everyone has a story to tell. Run by “We Want to Help Refugees”, a Riga-based NGO, and financed by the Rīga City Council’s Education Culture and Sports Departments’ Projects and Society Integration Division, “living libraries” were held as events open to residents of Riga in 2017. The activity was also incorporated into larger city events such as the World Refugee Day and the Eat, Meet and Greet event.

Aspects that make this practice a good example of safe learning space:

A “living library” can be considered a safe space as it showcases a clear connection to an actual library, a physical space that many associate with quiet introspection and the discovery of new worlds. In the context of adult learning, a “living library”, in which participants share their life experiences, could be organized during workshops that aim at preventing discrimination, deconstructing stereotypes, or during community-building activities.

That said, a few issues have been highlighted by some organisers of “living libraries”. One organizer of such a space pointed out that it is important to set enough time for readers to discover the story, but also eventually to allow storytellers to meet each other. Setting the physical space is also important: while it might be tempting to organize it in an actual library, it might also end up being disruptive to those who are visiting it and not participating in the activity.

It also needs to be pointed out that terminology itself might raise some issues. Some participants might hesitate to use the word “story” when discussing their personal experience, or to associate themselves with “books”. Whether or not the participants want to weave a narrative around an experience that might be deeply personal or even traumatic should be clarified before the activity takes place, as storytelling might seem like an activity that is purely entertaining.

Boundaries are clearly established, psychological support is available in cases where it is especially needed, for example when the aim of creating a video is to work over a trauma. Learners often come from homogenous groups and share similar experiences. Trainers are regularly trained to approach the process with the sensitivity that is required in the process.

It is important to point out that while a screening of the finished videos is often a moment of celebration, it does not always need to be the case. One person that EAEA spoke to about digital storytelling (from an organisation other than MAKS) admitted that some experiences discussed during the workshop prove to be so traumatic for the group that a collective decision is taken not to see the result.

Exploring the cross-border transferability:

Storytelling has a long history and value in most cultures, although how stories are told might differ. Some adjustments to the activity might be needed depending on who the participants are.

Contacts and links for further reading:

Example of a “Living Library” event in Riga:

<https://www.youtube.com/watch?v=vncj98dfhkq&t=2s>

Eat, Meet and Greet event in Riga: <https://www.youtube.com/watch?v=wnpbvqbrnes>

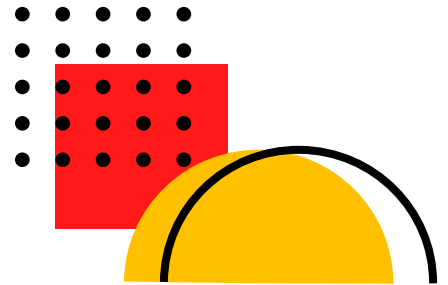
UNHCR article about the practice: <https://www.unhcr.org/neu/11171-living-library-in-riga-stories-as-means-for-promoting-understanding.html>

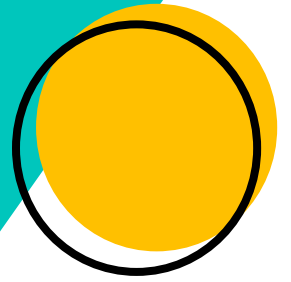
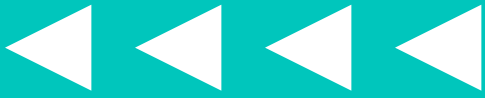
Other examples:

Blog post by Lancashire Teaching Hospital who implemented the practice, with useful suggestions:

<https://www.lksnorth.nhs.uk/blog/posts/a-living-library-where-people-are-the-books/>

Example of a digital living library: <https://humanlibrary.org/>

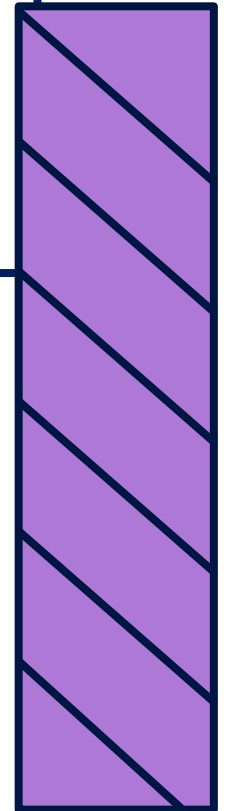




Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Belgrade Urban Running Club
BURT



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Belgrade Urban Running Club - BURT

A short presentation of the project:

BURT was established in June 2014, as an urban amateur running crew, free for anyone to join. Starting with 10 runners (four of which were the team's captains); they grew to 150 permanent members. Through the years more than 400 people have passed through the team. The organization is dedicated to running, training, socializing, events, and traveling, while contributing to the community at many different levels. As the team constantly grows, so does the number of its activities.

BURT is a part of the BRIDGE THE GAP - world runners' movement. 200 half-marathon runners and 50 marathon runners (most of whom started with zero running experience). Co-founder of the international team "442 Crew" with "Zagreb Runners" from Zagreb, whose main goals are promoting peace, anti-war values and raising the reputation and promotion of our countries in the world. The main goals of the 442 Crew is to offer an alternative and to overcome the dividing nationalism – Yugonostalgia, to fight prejudices and to spread antiwar values.

Socially engaged activities:

- Fundraising and a complete bathroom renovation of the Children's Drop-In Shelter in Belgrade, as well as the purchase of all of the appliances necessary to run the shelter
- Collecting funds to help refugees
- Cooperating with the Association of Blind and Visually Impaired
- Participating in the "Stop the Violence" campaign
- Participating in the "Run for Peace" campaign
- Planting 21 trees in the Ljutice Bogdana St. Park

Aspects that make this practice a good example of safe learning space:

The team is open to all people, previous experience is not necessary, therefore people do not feel intimidated to join. Running is a reason to get together, no matter the initial motivation. One of the mission of the club is to make a city safe for sport and recreation. The values they are trying to promote are inclusiveness, multiculturalism, participation, equality and sport as a recreation. BURT is open to all the groups and they organize different socially engaged activities, which make them



visible in the community. For example, they participated in PRIDE 2019, and thus were recognized as a safe sport team for LGBT community.

Exploring the cross-border transferability:

The BURT crew is a good example of how certain values can be incorporated within sport activities. Being visible in public space (running on the Belgrade streets) supports its citizens to be more sensitive and welcoming toward different uses of spaces making them safe for recreation. Although the main focus is on running, different types of learning takes place, particularly transformation of stereotypes and nationalistic prejudice. For that to happen, one needs to feel a sense of belonging and non-judgmental attitude, which is the main characteristic of BURT group culture. Openness toward different levels of experience and acceptance creates a feeling of safety.

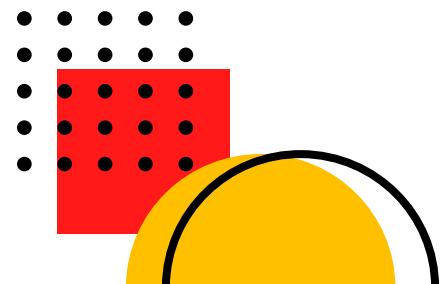
<https://epale.ec.europa.eu/en/blog/crossing-borders-promoting-togetherness-through-sports-and-adult-education>

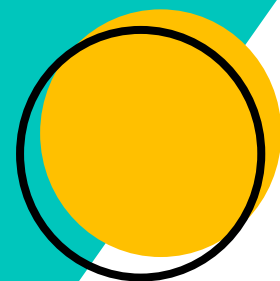
www.burt.rs

[instagram.com/burt_btg](https://www.instagram.com/burt_btg)

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

burteam2014@gmail.com





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Melissa Network



Ag Number: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Melissa Network

Short presentation of Melissa Network

Melissa is a network for migrant and refugee women living in Greece. It aims to promote empowerment and active citizenship, to create and sustain bonds, and to build a bridge of communication with the host society.

Founded in September 2014 with the direct involvement of migrant women leaders, it has members from 45 countries who live and work in Greece. It operates on the basis of a common platform, a hub where networks and individuals can meet, share their concerns and ideas, and support each other in the pursuit of their common goals.

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The name 'Melissa' stems from the Greek word for honey-bee. It stands for the women who have come here from all over the world, bringing along skills and talents, dreams and ideas, unique stories and extraordinary strengths. They are agents of change for their own lives, their families, their societies, as well as for the society that hosts them.

Melissa's vision of society is not as a collection of isolated cells, but as a beehive of creativity, communication and exchange. Our aim is to motivate migrant and refugee women and engage them in the public sphere, in order to be the change they wish to see. Despite the adversities that they have faced and continue to face in the current crisis, migrant and refugee women are multipliers and integrators. They are capable of making something out of almost nothing, multiplying their scarce resources in order to feed, nurture and care. What they create with their work, their dedication,

their talents, their efforts and ambitions, promotes social cohesion and contributes to the host society in countless visible and invisible ways.

Melissa Network aims to:

- Support migrant and refugee women's rights.
- Promote migrant and refugee women's empowerment and make their voices heard.
- Facilitate networking among groups of diverse ethnic origins, creating an effective structure to enable their networking capacity and their inclusive attitudes promoting tolerance, mutual understanding and solidarity.



- Create a bridge of communication with the host society.
- Introduce new actors into the social sphere, drawing upon their grassroots experience, and encouraging participation and active citizenship.
- Create a space where migrant and refugee women can express their own aspirations and concerns.
- Support and encourage their initiatives.
- Empower migrant and refugee women to find the means to support themselves.
- Record and encourage their 'informal strategies' as practiced, in a process of creating rights from below.
- Address the issues confronted by crisis-ridden Greece in creative ways, informed by the women's own, diverse experiences.
- Widen the advocacy pool and the participation in the public sphere by developing media and communication skills.
- Raise awareness.
- Promote positive role-models.

Aspects that make this practice a good example of safe learning space

Melissa Network is situated in Athens in one of the most clearly multicultural parts of the city, near the Victoria Square. The Victoria Square is considered by the majority of the natives to be one of the most unsafe parts of the city due to its proclamation as a migrant and refugee neighborhood.

The very physical space of Melissa is its first indication of creating inclusive and safe spaces as it has multiple rooms to host needs and let personal expression grow. The filling of getting in a home with personal details from multiple cultures is calming and trusting while peoples mindsets around getting to know and support you is directly visible.

Melissa has stemmed in this neighborhood through migrant and refugee women themselves through the willingness to create a space for women to express their experience in a place that is first of all safe to be, secondly safe to speak and thirdly safe to learn and create.

The activities of the Network recognize the struggle of the migration and refuge journey and include Literacy Support, Psycho-Social Support, Legal Information, Advocacy support, Art and Creativity Sessions, Skills and Capacity Building and Self/Community care.

Exploring cross-border transferability

The very core of the Melissa Network is to establish the belief that inclusive and safe spaces can indeed be created everywhere. In order to enforce their transferability



capacity the Melissa network is taking part in multiple transnational projects in order to exchange good practices and create links with other countries realities.

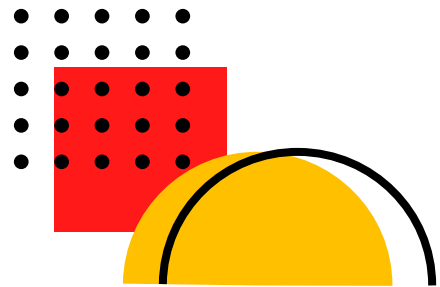
Currently Melissa is running two such projects: [INTEGRA-TRAIN](#), [Include HER](#)

Contacts and links for further reading

<https://melissanetwork.org/community-building/>

<https://melissanetwork.org/activities/>

<https://melissanetwork.org/2021/06/15/safeguarding-policy/>





Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

Professional online training course for
"Childcare workers"



Ag Number: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING



SAFE



Professional online training course for "Childcare workers"

A short presentation of the project:

Mini video tutorials were sent where it was possible to follow instructions on how to use the platform (both learners and teachers). Each learner was given a PC with a video camera and programs already installed to support the less experienced ones. The permanent presence of the tutor was useful for the constant monitoring of both the live presence and the support to teachers and for the resolution of various problems (misunderstandings or difficulties related to content, relationships with fellow learners and/or teachers). The sharing of informal moments was also useful (also supported by some teachers): the learners were asked to share their passions and skills with the rest of the group (cooking, yoga, sewing, etc...) creating moments of conviviality and internal mini-workshops. In the absence of a "safe space" it is difficult for people to open up to each other and let themselves be accompanied along the path of learning and education. I do not believe that the safe space can be considered a fixed and preconstructed space, it is born when in the relationship with the other person we make it fluid and mouldable according to the needs, the requests, the problems and the failures and successes of the person and his individual path. Being at a distance does not mean being distant.

Short presentation of the organization / association:

A safe space within a completely new and quite heterogeneous group of women who were not very familiar with IT tools and who had started a completely remote course was represented by the ability to build relationships and to ensure the presence of a tutor who was present and ready to be there.

Aspects that make this practice a good example of safe learning space:

A safe space within a completely new and quite heterogeneous group of women who were not very familiar with IT tools and who had started a completely remote course was represented by the ability to build relationships and to ensure the presence of a tutor who was present and ready to be there.

Exploring the cross-border transferability:

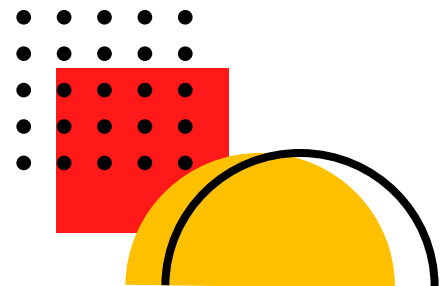
During the internship, the group of learners was divided into two subgroups and, in rotation, the two groups were given responsibility for the content to be addressed. This aspect was successful because it gave the learners the opportunity to



"participate actively" in the two subgroups, even if at a distance (parallel work in separate "rooms" and weekly collective briefing).

- Duration: Attendance was 4 days per week for the theory part and 5 days per week for the internship for a total of 360 days of theory and 240 days of internship. Due to Covid 19, both the theoretical training and the internship were all carried out in D.A.D.
- Target group: The classroom group consisted of 13 women aged between 22 and 59, while the work group consisted of 26 teachers and 1 tutor.

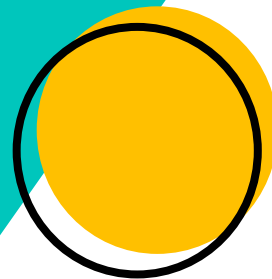
In any educational relationship, having a safe space is a fundamental prerequisite both for learning itself and for the relationship with others.





Part 3: Spaces Protecting Gender Identities

The protection, expression and visibility of women and feminities as well as systemically excluded groups on account of their gender identities has been the historical backbone of the creation and rhetoric of safe spaces. A safe space in this account is highlighted as an outlet for emotional and physical, personal and relational acceptance and appreciation. In the good practices that follow we have a look at the elements that advocate safety in multiple initiatives that aim to protect gender identities



Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

“Orient Express”



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING



SAFE



“Orient Express”

A short presentation of the project:

The association was founded in 1988 by Turkish women - House of Friendship by women from Turkey for women from Turkey. German language courses were central, even then with child care. Because of the demand, the association began to offer more counselling in 1993.

Today, the "Orient Express" is both a counselling and coordination centre, a shelter (emergency and transitional housing for women affected by sexual trafficking) and a learning centre.

The target group are women with a migration history, especially Arabic- and Turkish-speaking women; counselling and support is offered in several languages.

Raising awareness and protection against abduction and forced marriage is a major focus of the association. This also involves very concrete spaces that can be made available to girls or women if they are threatened or affected by forced marriage.

Aspects that make this practice a good example of safe learning space:

There are several aspects that are of interest here. On the one hand, it is the very concrete shelter for girls/women who are threatened/affected by forced marriage and who are intensively accompanied at this transition.

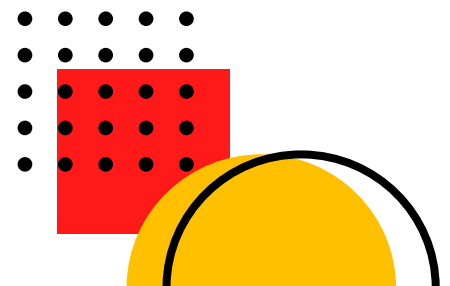
On the other hand, this is also a place of learning that addresses the needs of migrant women in a relatively "holistic" way. Counselling, accompaniment as well as learning (in the association there are also literacy courses for women who have not had the opportunity to learn to read and write) with childcare.

Exploring the cross-border transferability:

We can see that learning opportunities need to take into account the context of the life circumstances of the learners (in the example above, women with a migration history) and that a learning space alone is often not enough.

Contacts and links for further reading:

<https://www.orientexpress-wien.com/>



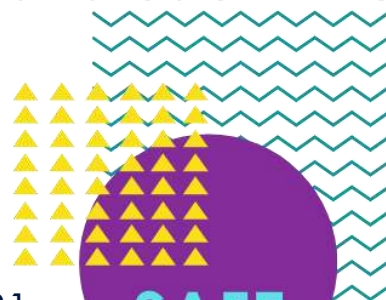


Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

“Que[e]rbau Seestadt”

SAFE SPACES FOR LEARNING



Project n°: 2020-1-PT01-KA204-078631



“Que[e]rbau Seestadt”

A short presentation of the project:

First a note on Seestadt, which is a newly developed district on the outskirts of Vienna that provides housing for about 25,000 Viennese and ambitiously wants to enable proximity to nature with good connections (public transport) to the inner city. A special feature of Seestadt are the street names, which all go back to women.

Que[e]rbau addresses queer lifestyles and alternative family and neighbourhood concepts. Diverse ways of life are actively sought that offer an alternative to single and nuclear family structures. The buildings are open not only for diverse living needs, but also as concrete space offers for the apartment building communities. Not only can people eat and debate together, these rooms are also used for exhibitions, political debates, history and cultural education.

The Que[e]rbau was occupied in 2017, and the future residents were involved in the planning.



“Yella Yella!” is the shared “living room” of the residents of the house - open to guests, neighbours, etc. - that has been in existence since 2017.



Short presentation of the organization / association:

Qe[e]rbau is organised as an association and obviously goes back to the initiative of individuals.

Aspects that make this practice a good example of safe learning space:

The spatial aspect of Qe[e]rbau is interesting. It is the living space itself that is chosen as the place of learning by collectively considering how the common space is designed and for whom the space is opened. Here the the - controversial - feminist slogan "The Private is Political" has found a concrete spatial "translation".

Protection against discrimination (as an LGBTQ person) is certainly also an important aspect that was decisive for the foundation.

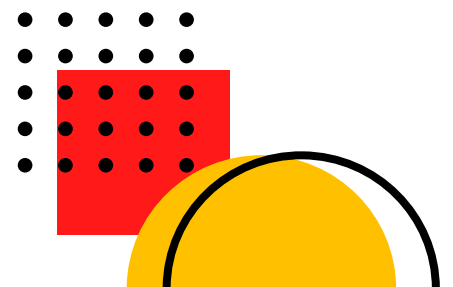
Exploring the cross-border transferability:

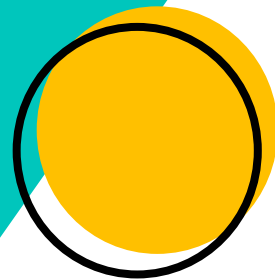
Create spaces in which the people living in them can determine the space. As a transfer, it would also be conceivable to create this common space in houses and to promote participatory processes.

Contacts and links for further reading:

<https://queerbaudotat.wordpress.com/>

<https://www.yellayella.at/aktuell/donnerstag-essen/>





Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

“Craftistas”



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





“Craftistas”

A short presentation of the project:

In 2013, the association "Craftistas Wien - Open Women*WERKstatt" was founded. The Craftistas Wien association works closely with the SUNWORK - Educational Alternatives for Women and Girls association. Since February 2013, the Craftistas Wien group has been running the Open Women*WERKstatt in Vienna in cooperation with the SUNWORK association and organises Do-It-Yourself workshops, repair and recycling cafés, energy (in a technical and not spiritual meaning) cafés and open workshop days for women* and girls* there.

The association has also opened up specifically for migrants and, with its learning opportunities and possibilities for participation, addresses above all learning opportunities for women* in technical areas.

The services offered by the association are funded (although not to cover costs) by the Women's Department of the City of Vienna and by the Federal Ministry of Agriculture, Forestry, Environment and Water Management (Education Promotion Fund).

Aspects that make this practice a good example of safe learning space:

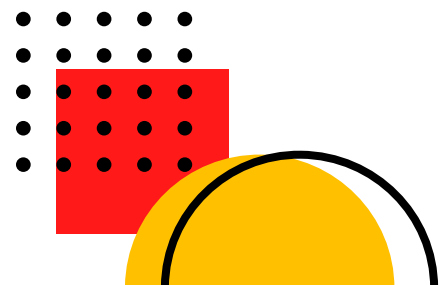
The low-threshold access in the form of cafés (energy café, repair café, "communication & cooking") enables women to get involved thematically with "technical" and other questions.

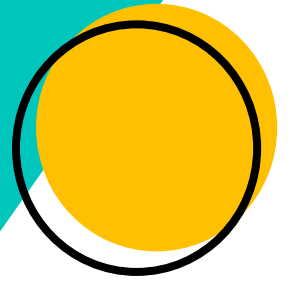
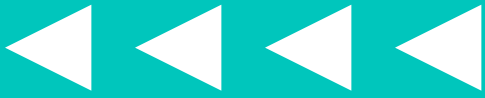
Exploring the cross-border transferability:

The word craftistas is made up of "craft" and "acitivism" (doing something yourself). The creative aspect and making are important human experiences; moreover, they are usually extremely satisfying. Where we could experience ourselves as active in the world in learning places would be the question we would like to transfer.

Contacts and links for further reading:

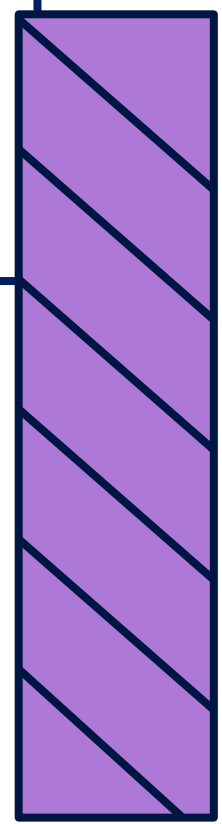
<https://www.craftistas.at/ueber-uns/>





**Safe spAcEs For
LEarning |
SAFE**

IO1.A2: Collection of Good Practices



**E8 CSO organization,
Programme “Y and M”**



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





E8 CSO organization, Programme “Y and M”

A short presentation of the project:

The overall goal of the Program Y and M is focused on education of young men and women, the topics of gender equality, prevention of gender-based violence, and promotion of healthy lifestyles and non-violent behavior. Programs seek to build the skills for young men and women in order to develop healthy relationships based on gender equality, in understanding their physical, sexual and emotional development, and to address all forms of violence in everyday life (E8, 2021).

Programs use the interactive methodology and experiential learning approach where the participants are actively involved in the training, sharing their experiences, and through activities that guide them to analyze and reflect on gender-based roles and behaviors. Experienced trainers and youth workers that lead the workshops create a learning environment that supports safe sharing space, and strengthen the participants' connections and relations, so after the training they can work together in actively changing their communities.

Programs also organize training for these participants to become peer educators and later work in their schools and local communities in straightening and broadening the values of gender equality, nonviolent behaviors and healthy lifestyles.

Educational activities are accompanied by campaigns / public actions involving the same young participants, at the level of schools or communities, in order to further expand our messages and values about non-violence, gender equality and healthy lifestyles (E8, 2021).

Additionally, an important component of “Program Y” are trainings for teachers and professional associates in schools, on the topics of violence prevention and especially gender-based violence, gender equality and harmful gender norms, as well as sexual and reproductive health and prevention of (mis) use of drugs and alcohol.

"Program Y - Youth - An Innovative Approach in the Prevention of Gender-Based Violence and the Promotion of Healthy Lifestyles of Boys and Girls" is an accredited three-day program for professional development of employees in education, with public interest status, intended for high school staff (E8, 2021).



A short presentation of the organization / association:

E8 is a CSO with a team of young experts in the field of youth work and policy, human rights, non formal education and organization of public campaigns in Serbia. The topics that the organization is focused on are healthy lifestyles, gender equality, violence prevention and youth participation.

Aspects that make this practice a good example of safe learning space:

There are two main categories that provide a good insight into an example of good safe space for young people. One is closely connected to the overall organisational development and work on capacity building of the staff and trainers working closely with young people. Overall organisation is experienced, sensitized in working with young people and on the topics of youth work, gender equality and prevention of violence within the population of youth. This devoted team of people work closely in providing the safe learning and organisational space for themselves that enables further work in the broader communities with the sensitive topics of gender-based discrimination and violence.

Second aspect is closely related to training within the „Programs Y and M“ where safe learning spaces are created in various ways. The handbook for training is created by experts within the topic of youth work and methodologies with clear guidelines and protocols for the participants as well as trainers. These protocols provide clear instructions how the learning space should look like, in terms of communication strategies, protocols on non-violence, discrimination and harassment. Trainers have the role in providing an open and relaxed atmosphere where personal experience can be shared, and the principle of 4 walls is quarantined (whatever is shared within the training only stays within the group). In this way participants have the shared responsibility in creating the safe space for learning as well as additional support from the experienced trainers. Moreover, a group has the capacity to continue developing as a collective force that can bring changes in the broader community.



Exploring the cross-border transferability:

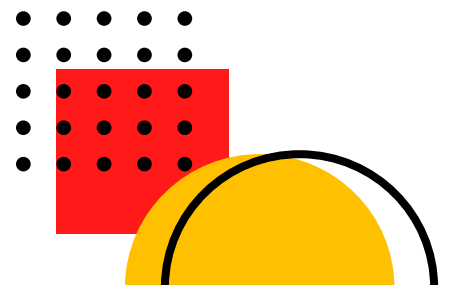
Organizations such as E8 give an emphasis to a constant capacity building of youth workers and trainers in the field of youth work and gender studies. Bringing different groups of people into the pool of trainers and young participants from different schools and communities improves the network for broader cooperation and learning. In connection to safe spaces, this approach nurtures a safe and strong network of people that work together on creating a safe and open environment for personal and group development. Having the Handbook and Guidelines for work with the youth population, with clear protocols and communication strategies helps in creating stable and safe spaces for learning, and can be achieved in various contexts and within diverse communities.

Contacts and links for further reading:

<http://e8.org.rs/wp-content/uploads/2019/05/Case-Study-Using-social-media-and-the-arts-to-transform-gender-norms.pdf>

<http://e8.org.rs/wp-content/uploads/2019/06/Program-M-Priručnik-za-obuku-edukatora-i-profesionalnog-osoblja-za-rad-sa-mladićima.pdf>

[Program-Y-Inovativni-pristupi-u-prevenciji-rodno-zasnovanog-nasilja-i-promociji-zdravih-životnih-stilova-mladića-i-devojaka.pdf](http://e8.org.rs/wp-content/uploads/2019/06/Program-Y-Inovativni-pristupi-u-prevenciji-rodno-zasnovanog-nasilja-i-promociji-zdravih-životnih-stilova-mladića-i-devojaka.pdf)





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Miteinander Lernen/birlikte
öğrenelim



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





“Miteinander Lernen/birlikte öğrenelim”

A short presentation of the project:

Miteinander Lernen (in English: learning together) was founded in 1983 by committed Austrian and Turkish-speaking women. The initiative started as a sewing and conversation programme for Turkish-speaking women. (Both sewing machines and clothes were relatively expensive at that time.) The first educational and counselling services developed within the framework of these joint activities. *Miteinander Lernen* was the first association in Vienna to offer literacy in Turkish as a first language. In the meantime, the entire range of services is in the areas of education (literacy in Turkish as a first language and basic education in German as a second language), workshops and information circles, counselling and therapy for women, families and children (with migration history), afternoon care for less privileged children from the surrounding schools. Although the association now addresses not only Turkish-speaking women, the tradition of the association is still visible in the structure of the seekers as well as the staff. Many of the seekers do not only use one of the services of the association.

A short presentation of the organization / association:

The association is feminist, anti-racist and non-partisan. It is financed by public funds and (little) own income. The association has a board of “directors” (consisting of 4 women working in the organisation) who vote on financial, personnel and structural decisions.

Aspects that make this practice a good example of safe learning space:

What is interesting about this project (which meanwhile also bears the signs of institutionalisation) is especially the emergence of offers that were developed in co-authorship with the participants (actually shareholders) of the offer. The focus on counselling/therapy and education can be traced back to these first years.

One indication of this participant-oriented structure could be seen in the fact that a former participant became a staff member.

As a second point, we would like to emphasise that the range of services is attractive for many women because a wide variety of expertise is gathered here in one place.



The third point is the exclusivity for women, which gives some participants access to an educational programme that they (or sometimes their families) clearly prefer. Many of the women have similar migration histories. In this way, general structures can be recognised and thematised in the exemplary.

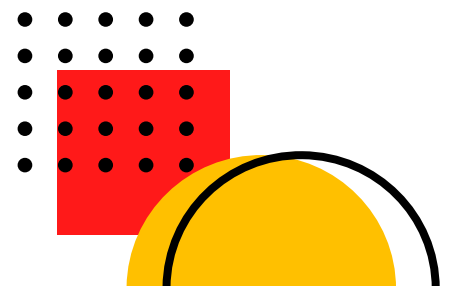
Exploring the cross-border transferability:

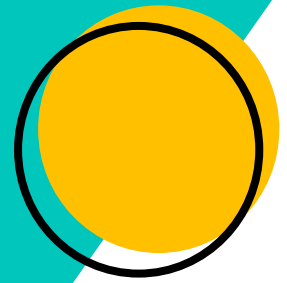
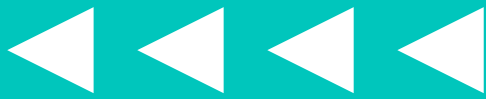
The co-authorship of organisers and potential addressees regarding spaces, offers and contents.

Contacts and links for further reading:

<https://miteinlernen.at/>

A book on the project: <https://www.amazon.de/Frauen-Fremdland-Bildungsarbeit-Pschotherapie-Migrantinnen/dp/390047894>





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Athens Housing Collective for
LGBTQIA+ individuals by
Safe Place International



Ag Number: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Athens Housing Collective for LGBTQIA+ individuals by Safe Place International

Short presentation of the project and Organisation

AHC is a housing and community-based project which aims to address the basic needs of LGBTQIA+ individuals and provide a holistic range of support services throughout the various stages of social integration.

Qualification for the program requires a person to be 18+ years old, part of the LGBTQIA+ community, holding valid documentation in Greece and must be open to sharing accommodation.

The program requires participation in Greek language lessons, LGBTQIA+ events, employability sessions, bi-monthly casework and communal participation in the Safe Place Community Center.

AHC provides housing for up to 1 year, with the aim of facilitating information transfer within a supportive context and enabling its members to gradually integrate into Greek society.

This means having a strong level of the Greek language, knowledge of the socio-cultural context of Greece and having all the relevant documentation needed for employment and appropriate housing. Prior to a member's completion of the program, there is a strong focus on facilitating the transition of the graduate to full autonomy and independence.

Safe Place International's primary mission is to support the dignity and self actualization of the most marginalized members of the global refugee community. They seek to significantly improve the opportunities, individual and collective life experiences of these community members.

They additionally aim to achieve their mission through two main avenues: direct aid initiatives and advocacy work. They strongly believe in a work model that promotes autonomy for their partners and community members while aggregating their resources to maximize their impact.

Highlighting the aspects that make this practice a good example of safe learning space

The very core of the AHC is to create a safe space where LGBTQIA+ members of the refugee and migrant communities in Greece can exist freely and expressive of their identities. The key feature of the project is its focus on adult education as a necessity towards empowerment and the creation of multiple spaces to learn. Additionally to the AHC spaces that host Greek language lessons, LGBTQIA+ events, employability sessions, bi-monthly casework and communal participation, the Safe Place International has created the Safe Place Community Center which offers language courses, job training, psychosocial workshops, hot meals, showers, and laundry facilities. The center is supported by trained staff of caseworkers, psychologists, and volunteers. Many of the community center members are part of the Athens Housing Collective project and many of those who are not, are on the Athens Housing



Collective waiting list. This is a result of a lack of housing solutions and safe housing for the LGBTQIA+ community.

Safe Place community center acts as a safe place for all migrant and refugee communities while enhancing a feeling of family, support, and inclusion.

Exploring cross-border transferability

The very concept of the project is based on the belief that communities create the spaces that are lacking while active engagement can foster safeties and inclusion.

The following video created by the AHC provides an insight on both the universal necessities handled and understanding the stand of the initiative:

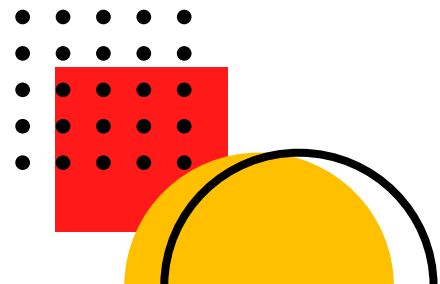
<https://www.safeplaceinternational.org/athenshousingcollective>

Contacts and links for further reading

<https://www.safeplaceinternational.org/athenshousingcollective>

<https://www.safeplaceinternational.org/our-story>

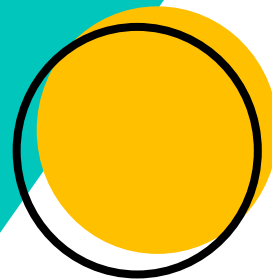
<https://www.safeplaceinternational.org/video-library>





Part 4: Online Communities

Online communities have been a pillar of active participation in the recent years with the rise of multiple movements battling inequalities through non-mainstream media. The very nature of accessibility and anonymity in the world wide web has already given ground to the creation of open safe spaces that promote equal opportunities and invite new and participatory initiatives. Here you will find some good examples of said initiatives that aim to foster participation in the digital public sphere.



Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

Safe space as the backbone of
digital storytelling



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING



Safe space as the backbone of digital storytelling

A short presentation of the project:

During a digital storytelling workshop, each participant discusses what they would like their story to be about and why, how much of their personal information – if any – they would like to divulge. Personal information can be particularly sensitive for certain participants. In some cases, participants sign up for the class without their closest family members knowing about it, e.g. telling them they signed up for a language class. Importantly, the space in which learners meet to discuss their stories and to create them is a safe one, boundaries are set at the beginning and understood.

An interesting example is that of a project on domestic violence, during which women were invited to share their traumatic experiences in the form of a video. During the entire process, a psychologist was present to support learners; it was also important that all participants and trainers were female.

While working on a story, long discussions took place over what the learner could say or present in their storytelling project without putting themselves in danger. It ended up being a negotiation process between what was important for the learner to share, and what could be done to avoid overexposure.

The entire process – from deciding on the topic of the story, to the selection of images and putting them together, including subtitles or a voiceover – usually takes around five days. It is important that the trajectory is finished off with a screening, but safety can also play a factor here: some learners might not want to have their personal story screened in front of other people.

Learners also agree early on to security measures on the video that will be uploaded: each of them can decide whether it will be accessed only by the learner, with a password, or open to everyone.

Training the trainers is key in making sure that they are not only knowledgeable about digital storytelling as a technique, but also as an interpersonal journey. Importantly, many of the trainers at MAKs are former learners and often come from the same neighbourhood as the learners, creating a feeling of understanding and solidarity.

A short presentation of the organization / association:

One of the main activities of MAKs is digital storytelling, starting from the idea that everyone has a story to tell and should be able to get it heard. Most of the work of MAKs is project-based, often targeting a particular community in Brussels, Belgium, e.g. refugees, job-seekers, people who suffered traumatic experiences. Creating a safe

space is all the more important in such cases. It helps that MAKS is primarily a community-based organisation, established for years in neighbourhoods whose populations often feel they are sidetracked in the economy or the political discourse.

Aspects that make this practice a good example of safe learning space:

Boundaries are clearly established, psychological support is available in cases where it is especially needed, for example when the aim of creating a video is to work over a trauma. Learners often come from homogenous groups and share similar experiences. Trainers are regularly trained to approach the process with the sensitivity that is required in the process.

It is important to point out that while a screening of the finished videos is often a moment of celebration, it does not always need to be the case. One person that EAEA spoke to about digital storytelling (from an organisation other than MAKS) admitted that some experiences discussed during the workshop prove to be so traumatic for the group that a collective decision is taken not to see the result.

Exploring the cross-border transferability:

Digital storytelling is already used in many different countries and contexts, it has also been extensively discussed as a method to address trauma.

Contacts and links for further reading:

EAEA interview with a representative of MAKS:

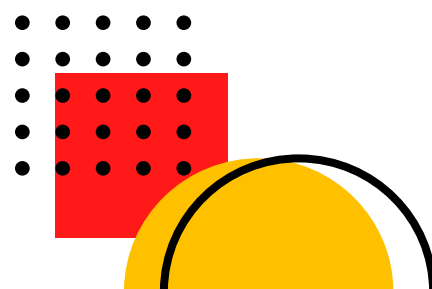
<https://epale.ec.europa.eu/en/blog/getting-your-story-heard-empowering-vulnerable-adults-through-digital-storytelling>

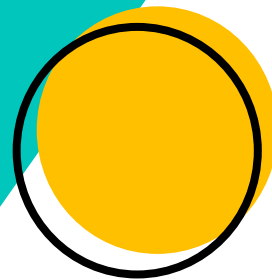
Example of a video created by a participant of the project on domestic violence:

<https://vimeo.com/141408491>

MAKS vimeo channel: <https://vimeo.com/maksvzw>

MAKS website: <https://maksvzw.org/en/>





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Support Trainers Problem Solving
Mentalities in inclusive Near-Peer
Learning Environments

SAFE SPACES FOR LEARNING



Ag Number: 2020-1-PT01-KA204-078631



Support Trainers Problem Solving Mentalities in inclusive Peer Learning Environments

Short Description of the Action

In the context of SUPPORT project, the SUPPORT partners identified a conceptual framework that describes better the NPL as essential to enhance the problem solving skills of adult educators to create more inclusive and safe environments and confront barriers to participation in adult education because of social and other inequalities. Near-peer learning can act beneficial to the needs of the learning setting as a problem-posing and problem solving premise as it is based on the conceptualization that prior expertise is at the core of the educational goal.

In this framework the project consortium has tried to showcase in theoretically and in schematically, a common understanding of the use of near-peer learning methodologies as a way facilitate conflict-resolution, problem-solving, inclusion and motivation of learners among other underlying qualities.

Short Description of the Project and Project Consortium

It is the view of the "SUPport of Problem-solving mentality in lifelOng leaRning for Trainers" SUPPORT consortium that adult learning consists of a an everlasting process of problem-posing and problem-solving, especially in the case of dealing with persons with low level of skills or qualifications where the learning environment is not only challenged by the knowledge to be acquired but has to deal with a variety of existing preconceptions, social exclusion, stereotypes, language barriers, cultural limitations and others. By supporting the trainers in what we call "problem-solving" situations, with multiple tools and methods as well as valuable background information and scenarios, the project aims to enforce in an antihierarchical way inclusion, retention and outreach in the adult learning environment in order to maximise the positive effect for the direct and indirect target group. SUPPORT will provide trainers with an online platform with useful tools and methods and an open discussion forum that will extend the trainers' competences and professionalize their work. The SUPPORT project will also develop a "near-peer" methodological framework for learners in order to promote their active participation, on equal terms with the tutor, and foster their motivation.

The project Consortium has a wide spread including partners from Greece (DAFNI KEK- Adult Education and Research Center), Lithuania (PANEVEZYS- MultiLevel Educational Center), Italy (Patastrac Community Center), Spain (Prat Higher Education Center) and Belgium (European Association for the Education of Adults).

Aspects that make this practice a good example of safe learning space

It is the goal of this framework and the SUPPORT Project as a whole to create a simple but inspiring and practically useful tool to facilitate the expansion of problem-solving mentalities in an antihierarchical way in the learning setting as a way to battle unsafeties and establish trust.



Exploring cross-border transferability

Near-Peer Learning is a key tool that can extend the competencies of educators and trainers, in all contexts, in tackling challenges and solving problems. That includes the facilitation of communication between trainers as well as their learners, enforcing the problem-solving and decision-making needs of both trainers and learners and finally support in creating a concise, inclusive and stimulating learning environment thriving for openness.

Contacts and links for further reading:

The Near Peer Learning Framework:

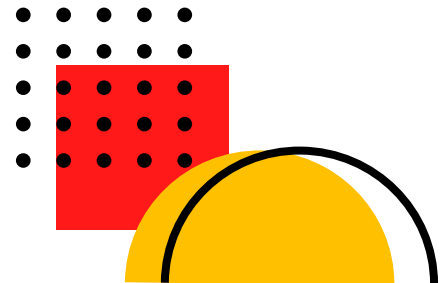
<https://supportae.eu/index.php/land/support-project-homepage-en/supporting-trainers-en/#framework>

English Site:

<https://supportae.eu/index.php/land/support-project-homepage-en/>

All available Languages can be found here:

<https://supportae.eu>





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

“City walks”



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





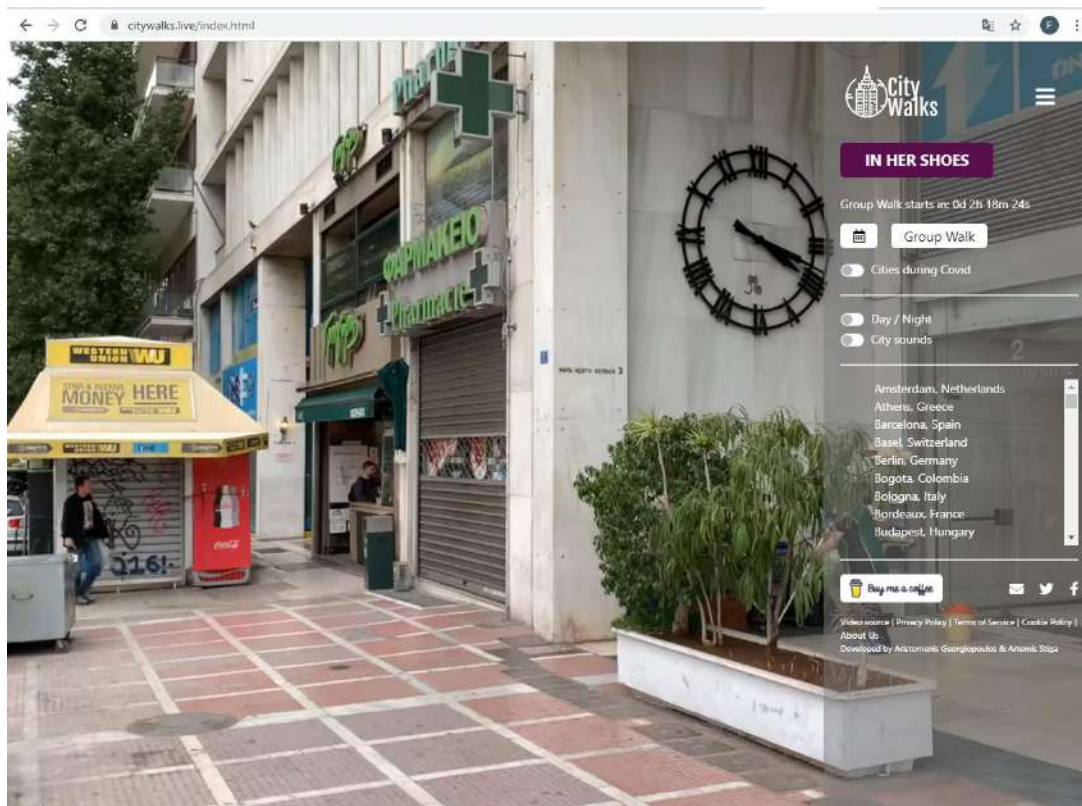
“City walks”

A short presentation of the project:

During covid-19 times, many of us spend a lot of time at home not being able to travel. So, two programmers decided to create City Walks Live, a platform where everyone can virtually wander around the world and explore so many places. It allows the participant to walk around cities that he / she loves, day or night, on pre or post covid period, and listen – or not - to the sounds of the city.

There is the possibility to travel in group, having for that a date for meeting, providing this way a chat, where the participants in this walk can exchange impressions.

You also have the possibility to choose «In her SHOES»: it is part of a movement that takes a stand against casual sexism. All over the world, a simple walk on the street is the start of worse problems that women face every day due to their appearance or the way they dress. Even in 2021, indulging in beauty is often seen as vain, selfish, or a call for attention. We believe that beauty is a source of strength, and a woman's beauty should not be restricted, dictated, or judged. Choosing walking as a woman, you will be able to walk in the streets of many cities and feel the look of the passerby.





A short presentation of the organization / association:

Aristomenis Georgiopoulos, Artemis Stiga is the team behind CityWalks.live. They are a real-life couple of programmers that love traveling. Aristomenis is a software engineer with rich experience on the field. Artemis is a front-end web designer with experience on the website development.

Aspects that make this practice a good example of safe learning space:

The most interesting aspect here is that you can travel even without leaving your home. This application provides you a cultural walk, with many choices of big cities. You have also the possibility to make this walk by yourself or in group (in this case, you can exchange feelings, ideas, opinions, ...). You can know a city without even being there physically.

Exploring the cross-border transferability:

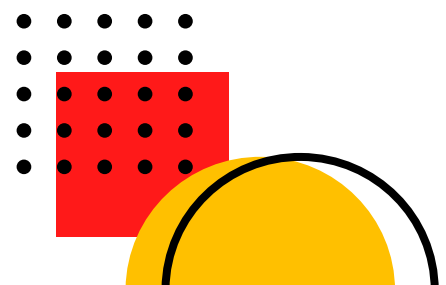
As an open online platform available in English and easily translatable by automatic translations in any language the environment in itself can be used by anyone interested in its use. Other than that the ease with which one can roam the multiple global cities included therein provide for a safe and easily manipulated tool to accommodate multiple educational processes.

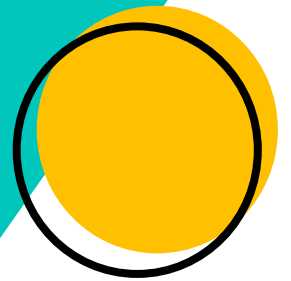
Contacts and links for further reading:

<https://citywalks.live/aboutus.html>

<https://citywalks.live/inhershoes>

<https://citywalks.live/index.html>





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

JUMP Jugendzentrum
Marco Polo - ONLINE



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





“JUMP Jugendzentrum Marco Polo - ONLINE”

A short presentation of the project:

The non-profit association Wiener Jugendzentren (Vienna Youth Centres) is the largest professional provider of open child and youth work in Vienna and has existed since 1978. Currently, about 300 staff members run about 40 facilities and projects - including a girls' café, services at the Musikisches Zentrum Wien (Music Centre Vienna) and the national media project CU television.

In April 2020 (i.e. relatively soon after the first "hard" lockdown in Austria in mid-March 2020), some of the Viennese youth centres went online and made an effort to keep the services online open for young people, of whom we know that the restriction of social contacts was particularly painful. For this, a platform was chosen - Discord - which is relatively common among young people. The aim was to further enable youth work.

Conceptually, it is designed like a youth centre. There is an "entrance" (this is where young people come when they are on the platform for the very first time). Young people who have already passed through the "entrance" can stay in various language channels (youth café; help room; Playstation; mobile phone games, etc.) and text channels (e.g. view the daily programme and current information; write with each other in the "chat room") and communicate with each other as well as with youth workers. In addition to the voice and text function, it is also possible to make video calls. Group calls of up to ten people are possible, and the number of participants in the voice channels is unlimited.

The interactive platform not only offers space for chatting and writing, it also invites people to play games together. The voice functions make it easy to talk to young people at the same time and to interact via PS4 or Steam. Another positive aspect of this online platform is that it has been possible to respond to the current life situation of the young people. The offer of tutoring and confidential one-on-one conversations was thus maintained.

Aspects that make this practice a good example of safe learning space:

What was interesting about the online offer of the Vienna Youth Centres was the parallelisation of the spatial offer in the digital space, which shows several special features. The choice of platform was oriented towards the addressees. (Discord was increasingly used and disseminated by adolescents and young people during the pandemic). On the other hand, the online offer is characterised by a lot of different



communication possibilities, so young people can communicate with each other, in groups - without youth workers, get tutoring and other support. However, access was conditional on having one's own email address.

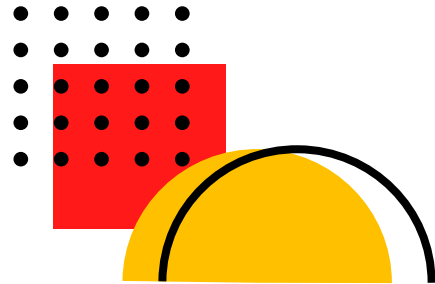
Exploring the cross-border transferability:

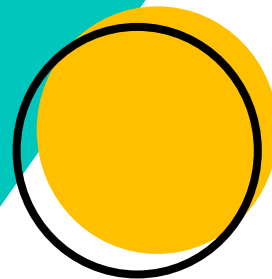
The transfer possibilities we see here are thorough and successful considerations of which digital platform corresponds best with the target group, their needs and possibilities and facilitates access.

Contacts and links for further reading:

<https://www.jugendzentren.at/wer-wir-sind-was-wir-tun/ueber-uns/>

<https://www.jugendzentren.at/publikationen-blog/blog/discord-als-virtuelles-jugendzentrum/>





Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

Nai, Eisai Misogynhs (Yes, You are a Misogynist)
Calling Out Misogynistic Behaviors online
online and Enforcing Community Learning

SAFE SPACES FOR LEARNING



Ag Number: 2020-1-PT01-KA204-078631



Nai, Eisai Misogynhs (Yes, You are a Misogynist) | Calling Out Misogynistic Behaviors online and Enforcing Community Learning

Short Description of the Initiative

According to the main statement of NEM "Misogyny has many faces. Here we share comments, posts and articles with sexist content in order to highlight and learn to recognise the different forms that sexism takes and to prove that extreme misogyny is not limited to isolated incidents but is pervasive everywhere."

The group of online for a and pages of the NEM initiative aim to highlight micro-aggressions, hidden humourous insults, belittling, condescension and extreme verbal violence that women and femininities face daily on the online public sphere.

What is quite interesting in establishing and realizing safeties in this online community is the belief of the initiators that it is important to recognize hostilities online, " not because we do not live in such a climate in real life, but there the attacks on the one hand cannot be recorded and on the other hand may be forced to become more civilised. In the world of the internet, everyone can bring out their true self and express their most shallow thoughts about women and other oppressed groups. As Slavoj Žižek said in an interview about Facebook, 'There may be more truth in the [digital] mask you adopt than in your real, inner self'."

Aspects that make this practice a good example of safe learning space

Through an anonymous google form the team of NEM receives experiences, instances, and topics of discussion on topics of struggle, oppression and assault that are then shared with the group and discussed openly without plagiarizing the safety of the person that is communicating the instances or seeks for help. Whenever a femininity is asking for help the community can contact the administrators of the page that may act as an intermediate between the seeker and the giver of help.

In the "Feminism for Beginners" Part of the group femininities can share things that have learnt or topics that they wish to learn more on, either anonymously through the facilitators or eponymously directly in the group.

Men can also be part of the group, but it is made clear that they are supposed to first of all listen to the female experience, respect it and act towards dismantling patriarchal concepts, and realizing their privilege.



Exploring cross-border transferability

As the group of activities that are included and coordinated by the team of Nai,Eisai Misogynhs are discussed and agreed upon following the experiences shared in the anonymous form of the group, the comments or the internal communication of the members and followers of the multiple pages of the initiative , this practice could be carried out anywhere without limitations.

Contacts and links for further reading:

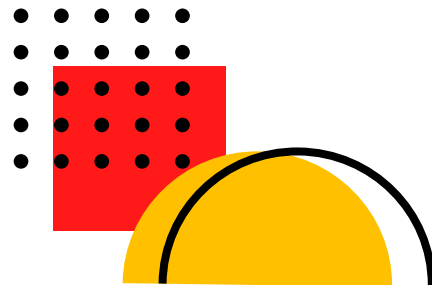
In Greek:

https://naieisaimisogynis.com/?fbclid=IwAR1YOs9RUuEV85APh7-H3qJvLmJwEi2uaiq0Yh2Hr_XjwzniCfPteSeKTg0

In English:

<https://www.facebook.com/feminist.memes.reloaded/>

(Only memes are posted here under which discussions in English may also take place, but from the most part this is a Greek good practice)





Safe spAces For LEarning | SAFE

IO1.A2: Collection of Good Practices

Project P come Partecipazione



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SAFE SPACES FOR LEARNING





Project P come Partecipazione

A short presentation of the project:

A space is safe when all its components (educators/teachers and learners/participants) feel comfortable and in a situation of Well-Being.

A LEARNING SPACE is safe if it enables a multi-directional change in learners that can lead them to range their skills and knowledge, that makes them curious about new things, that makes them gain confidence (in themselves) to increase levels of awareness and action.

HOW THE EXPERIENCE IS IMPLEMENTED

Target group: The workshop was conducted with high school students leaving their school career.

Objectives: to orientate students to their competences (soft skills and life skills) and to the path after graduation; to increase the levels of active participation of learners in the digital setting.

Duration: 4 months

Implementation: appropriate content and digital tools were selected and each time different so as not to be predictable and to make the students participate and not be passive in the digital environment.

The digital relationship was built through:

- clarity of information (repeated, written, emailed, etc.)
- establishing together rules for managing the setting
- repeating the rules at each meeting and/or at necessary times
- asking for feedback
- encouraging personal evaluation and self-assessment of improved/acquired skills

Aspects that make this practice a good example of safe learning space:

- a) Use non-formal education methods to lower levels of difficulty and distrust;
- b) Use different stimuli and digital tools so that each participant can identify the best ways to participate.
- c) Don't rush, don't be in a hurry.

Exploring the cross-border transferability:



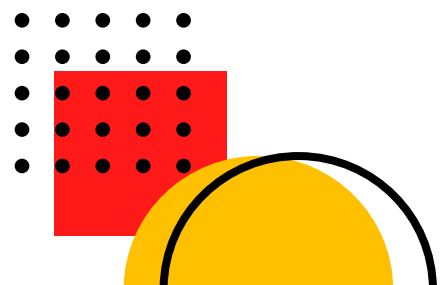
Relationships with teachers and learners, Motivation, Self-evaluation, the Well-being people feel are prerequisites for learning. The learners in the online workshop experience described above felt motivated and welcomed and interested in the content. They didn't feel judged (even if they didn't turn on the cameras for example) and enjoyed the Self-Assessment moments feeling comfortable during the virtual experience.

Contacts and links for further reading:

Digital tools used : ActionBound, Nearpod, Miro, Padlet, Mentimeter, Jamboard.

Digital tools developed:

- Personal Branding: [Personal Branding_Draft.docx](#)
- Life Design questionnaire:
<https://docs.google.com/forms/d/19LlsQ40Wv1kPlkhzPP2tUKt-1oWzlgORcKxZKkeSdMU/edit?usp=sharing>
- Presentation of Soft Skills:
<https://drive.google.com/drive/u/7/folders/1ItDVYWWYBzFq4avJ7av3m6FHnp8ZyK68>
- Decision Making Game: <https://actionbound.com/bound/mondodelcontrario>





SAFE SPACES FOR LEARNING



Safe Spaces for adult learning:
The SAFE Good Practices