Fostering active citizenship and entrepreneurship among young migrant women through Community Gardens

2024-1-BE04-KA220-YOU-000251697

SUCCSEEDS Training Curriculum

Elaborated by

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Le Bureau International Jeunesse (BIJ). Neither the European Union nor the granting authority can be held responsible for them.

Contents

Introduction to the SUCCSEEDS project *3*

Aim of the SUCCSEEDS Training Curriculum *3*

Target groups *4*

Target users: youth workers and community educators 4

Target beneficiaries: young migrant women 4

Circular Fashion training programme approach *4*

Learning Outcomes 5

Unit 1: Empowering young migrant women through green entrepreneurship 6

Unit 2: Digital and financial skills for migrant women's green businesses 8

Unit 3: Community gardens as spaces for social and economic inclusion 10

Unit 4: Leadership, networking, and social impact for migrant women 12

Unit 5: Scaling and sustaining green businesses for long-term impact 15

Introduction to the SUCCSEEDS project

SUCCSEEDS project's general objective is to support the social inclusion of vulnerable young migrant women by fostering entrepreneurship and active citizenship through Community Gardens (CG), promoting their environmental awareness and personal, social and learning-to-learn skills (LifeComp).

Migrant women represent just over half of the total population of international migrants in Europe. In mid-2020, the proportion of women and girls with respect to the total international migrant population reached 51.6% (UNDESA, 2020). Of them, 19,8% aged 15-24 are neither in school nor working, and 18,4% of these had left the school early. Young women with a migrant background are almost twice as likely to be out of education, employment or training than their native-born counterparts (European Institute for Gender Equality).

Urban gardens may contribute to support the social integration of migrants and refugees, as they provide a safe and recreational environment where people can interact with each other (Moulin-Doos,2014). Urban gardens are gardens that exist in an urban setting, but one step further are the community gardens (CG), which are located in public spaces or commonly held land and shared that may be individual plot gardens where each person has his/her own space in which they grow food and they personally maintain.

In this context, the SUCCSEEDS project

- promotes social inclusion of vulnerable young migrant women and fight gender inequality through CG initiatives - Contribute to developing entrepreneurial and food self-sufficiency skills of young migrant women;
- enhances environmental awareness;
- promotes behavioural change and active citizenship;
- creates a digital space where youth workers and community educators will develop their digital skills and will count on tools and resources to effectively train and empower young migrant women.

Aim of the SUCCSEEDS Training Curriculum

The Training Curriculum is aimed at **youth workers and community educators** and will aid in the development of their professional profile. In addition, this project results will assist the establishment of a framework for the evaluation of learning outcomes based on ECVET methodology.

The construction of the Training Curriculum provides the **foundation for assisting youth workers and community educators in acquiring the knowledge, skills, level of responsibility, and level of autonomy necessary to support social inclusion and active citizenship of young migrant women** by fostering entrepreneurship through Community Gardens.

Structured as an ECVET (European Credit System for Vocational Education and Training) curriculum, the SUCCSEEDS Training Curriculum is divided into 5 units. Each unit is meticulously designed to cover aspects such as empowering through green entrepreneurship (Unit 1), digital and financial skills (Unit 2), community gardens for income generation (Unit 3), leadership and networking in green entrepreneurship (Unit 4) and support young migrant women in sustaining green businesses for long-term impact (Unit 5).

Target groups

Target users: youth workers and community educators

Youth workers and community educators, supporting vulnerable groups, especially young migrant women, are the project users. Also, personnel involved in education and training interested in developing their competences on innovative teaching and pedagogical methods, social inclusion, social entrepreneurship and environmental awareness.

Target beneficiaries: young migrant women

Young migrant women are the project beneficiaries. Available data show that 20% of the young women born outside the EU are disengaged from education and work (EIGE, 2019b). They are at a higher risk of becoming not in education, employment and training (NEET) than young men born in non-EU countries (14.8 %) and native-born women (10.2%) and men (9.7 %). There is also an important gap between native-born women and women born outside the EU in early leaving from education and training.

SUCCSEEDS training programme approach

The SUCCSEEEDS Training Programme is designed as an ECVET (European Credit System for Vocational Education and Training) curriculum, structured to provide Youth workers and community educators with the competencies necessary to train young migrant women in community gardens practices. The ECVET framework ensures that the curriculum is both comprehensive and flexible, facilitating the recognition and transfer of learning outcomes across different education and training systems in Europe.

The ECVET approach is centred around the definition and assessment of learning outcomes. ECVET is designed to support lifelong learning by promoting the validation and recognition of learning acquired in different contexts, enhancing the mobility of learners across Europe.

Learning Outcomes

Learning outcomes are central to the ECVET framework. They define what a learner knows, understands, and is able to do upon completion of a learning process. Learning outcomes are categorised into three main components: knowledge, skills, and responsibility & autonomy.

- **Knowledge** refers to the theoretical understanding and information that learners must acquire.
- **Skills** involve the practical application of knowledge, indicating the learner's ability to perform tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).
- **Responsibility & Autonomy** pertains to the learner's capacity to apply knowledge and skills independently and responsibly, showcasing their ability to manage tasks and projects effectively.

Each unit within the SUCCSEEDS Curriculum is designed with specific learning outcomes in these three categories, ensuring a holistic educational approach that balances theoretical knowledge with practical application and independent responsibility.

Unit	Learning Unit title	Allocated ECVET Points
1	Empowering young migrant women through green entrepreneurship	0,5 points (12,5 hours of blended learning)
2	Digital and financial skills for migrant women's green businesses	0,5 points (12,5 hours of blended learning)
3	Community gardens as spaces for social and economic inclusion	0,5 points (12,5 hours of blended learning)
4	Leadership, networking, and social impact for migrant women	0,5 points (12,5 hours of blended learning)
5	Scaling and sustaining green businesses for long-term impact	0,5 points (12,5 hours of blended learning)
		TOTAL ECVET POINTS: 2,5

Unit 1: Empowering young migrant women through green entrepreneurship

Unit description

This unit provides youth workers and community educators with methodologies to enhance young migrant women skills and competences in green entrepreneurship.

Youth workers and community educators will be able to do that by connecting the concepts of green transition with entrepreneurship and transfer possible strategies to overcome entrepreneurship barriers for young migrant women.

Objective

The objective of this unit is to equip youth workers and community educators with knowledge and methods to help young migrant women understand green transition concepts and overcome barriers to entrepreneurship.

LEARNING OUTCOMES

knowledge	Skills	Responsibility and Autonomy
Describe the concept of green transition to young migrant women Explain the connection between entrepreneurship and green transition Indicate possible barriers of sustainable green entrepreneurship to young migrant women	Illustrate the principles and the benefits of green transition to young migrant women Demonstrate how to integrate green transition concepts in entrepreneurship to young migrant women Prepare strategies on how to overcome barriers of sustainable green entrepreneurship for young migrant women	Support young migrant women to apply green transition principles in their personal and professional life Recommend strategies to young migrant women to develop a green entrepreneurship mindset Enhance the green entrepreneurial skills of young migrant women

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2,5	5	2	12,5

ECVET points: 0,5

Bibliography

ETF 2022: Policy briefing, Skilling for the green transition,

https://www.etf.europa.eu/sites/default/files/2022-11/Edited%20green%20transition%20policy%20brief_EN.pdf

UNDP Oslo Governance Centre 2023 (authored by Pytrik Oosterhof), Managing Complexity While Building Consensus - The Governance of a Fair Green Transition

https://www.undp.org/policy-centre/governance/publications/managing-complexity-while-building-consensus

Unit 2: Digital and financial skills for migrant women's green businesses

Unit description

This unit is designed to equip youth workers and community educators with the necessary knowledge and skills to support young migrant women in developing digital and financial skills for launching and sustaining green micro-enterprises, such as Community Gardens. The unit addresses both technical content (digital tools, financial literacy) and pedagogical strategies (inclusive, intercultural, and empowerment-focused training approaches).

Objective

The objective of this unit is to enable youth workers and community educators to strengthen the digital literacy and financial independence of young migrant women launching and managing sustainable, green micro-enterprises.

LEARNING OUTCOMES

Knowledge	Skills	Responsibility and Autonomy
Explain key concepts in digital literacy relevant to (e.g., social media, e-commerce, online security) to support green business development for young migrant women. Outline the principles of budgeting, financial planning, and sustainable micro-finance options for green entrepreneurship. Compare digital tools and platforms used for promoting and managing green businesses. Compare various funding schemes and support structures available to young migrant women entrepreneurs at local, national, and EU levels.	Select appropriate digital tools and financial training methodologies tailored to the needs of young migrant women entrepreneurs. Develop adaptable and culturally sensitive training modules for digital literacy and financial empowerment. Utilize problem-solving approaches to support young migrant women in navigating digital platforms, managing small-scale finances, and accessing funding opportunities. Analyse real-world case studies to continuously improve their facilitation of digital and financial learning.	Assume responsibility for designing and delivering effective digital and financial capacity-building interventions for migrant women. Monitor learning progress and adjust instructional strategies based on the needs and feedback of participants. Lead a training environment that encourages confidence, autonomy, and engagement among migrant women learners in green business contexts. Assess the impact of their training practices and revise content to improve accessibility, relevance, and sustainability.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2,5	5	2	12,5

ECVET points: 0,5

Bibliography

Alliance for Financial Inclusion. (2024). *Digital Financial Services Literacy Toolkit*. https://www.afi-global.org/wp-content/uploads/2024/10/AFI_DFS_Literacy_Toolkit_V5_29July.pdf

Cocu, A., Pecheanu, E., Susnea, I., Dingli, S., Istrate, A., & Tudorie, C. (2025). Technology-Enabled Learning for Green and Sustainable Entrepreneurship Education. *Administrative Sciences*, *15*(2), 45. https://doi.org/10.3390/admsci15020045

EU Grants Funding Portal. (2025). *Grants for females*. https://eufundingportal.eu/grants-for-females/

EU Grants Funding Portal. (2025). *Grants for women*. https://eufundingportal.eu/grants-for-women/

International Finance Corporation. (2023). *Exploring Opportunities for Women Entrepreneurs Driving Climate Solutions: A Discussion Note*. World Bank Group. https://www.ifc.org/content/dam/ifc/doc/2023/exploring-opportunities-for-women-entrepreneurs-driving-climate-solutions.pdf

Johnson, Betsy. (2020). *Community Garden Management Toolkit*. Food in Neighborhoods-Springfield Food Policy Council. https://foodinneighborhoods.org/wp-content/uploads/2020/07/CGMgtmtToolkit.pdf

Nwachukwu, O. (2024). Sustainable innovation: digital tools that fuel the green economy. *Bio Based Press*. https://www.biobasedpress.eu/2024/11/sustainable-innovation-digital-tools-that-fuel-the-green-economy/

Prism. (2025). *Technology Integration for Community Garden Expansion*. Sustainability Directory. https://prism.sustainability-directory.com/scenario/technology-integration-for-community-garden-expansion/

Unit 3: Community gardens as spaces for social and economic inclusion

Unit description

This unit provides youth workers with tools and methodologies to teach young migrant women about the role of Community Gardens as drivers for social inclusion, community activism, local sustainability and income generation opportunities.

Youth workers will be given a specific approach to support young migrant women in this context by transferring to them personal, social and learning-to-learn key competence in line with the LifeComp European framework.

Objective

The objective of this unit is to enable youth workers to teach young migrant women how they can be empowered, contribute to local sustainability and generate income by engaging in Community Gardens activities.

LEARNING OUTCOMES

knowledge	Skills	Responsibility and Autonomy
Describe the role of Community Gardens for the empowerment and community activism of young migrant women Explain to young migrant women how Community Gardens can contribute to local sustainability Summarise possible Community Gardens avenues for income generation for young migrant women	Analyse how Community Gardens can be a tool for empowerment and community activism of young migrant women Provide young migrant women with sustainable Community Gardens techniques to foster environmental awareness Illustrate Community Gardens avenues for income generation according to the needs of young migrant women	Develop a Community Gardens based teaching approach to empower young migrant women Validate the sustainability of the Community Gardens activities implemented by young migrant women Support young migrant women to identify the most appropriate possibilities of income generation through Community Gardens

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2,5	5	2	12,5

ECVET points: 0,5

Bibliography

European Commission, 2020, LifeComp: The European framework for the personal, social and learning to learn key competence, https://joint-research-centre.ec.europa.eu/lifecomp_en

Annah MacKenzie, 2016, Beyond Food: Community Gardens as Places of Connection and Empowerment, https://www.pps.org/article/beyond-food-community-gardens-as-places-of-connection-and-empowerment

Katie DeMuro, 2013, The Many Benefits of Community Gardens, https://www.greenleafcommunities.org/the-many-benefits-of-community-gardens/

FasterCapital, 2025, Community gardens: From Gardens to Income: The Role of Community Gardens, https://fastercapital.com/content/Community-gardens--From-Gardens-to-Income--The-Role-of-Community-Gardens.html

Unit 4: Leadership, networking, and social impact for migrant women

Unit description

This unit will provide youth workers and community educators with the knowledge and skills to support and encourage young migrant women to develop and enhance their leadership and networking skills through participation in green entrepreneurship through community gardens.

It will explain the personal benefits and potential social impact of the development of leadership and networking skills of young migrant women through community garden engagement and will equip youth workers and community educators with methods, tools and approaches to foster the leadership and networking skills of young migrant women.

Objective

Equip youth workers with tools to foster leadership and networking skills among young migrant women in green entrepreneurship through community gardens for personal benefit and social impact.

LEARNING OUTCOMES

knowledge	Skills	Responsibility and Autonomy
Describe methods, tools and approaches for fostering leadership skills among young migrant women in green entrepreneurship through community gardens	Apply methods, tools and approaches for fostering leadership skills among young migrant women in green entrepreneurship through community gardens	Model responsible and inclusive leadership skills
Outline methods, tools and approaches for fostering the networking skills of young migrant women in green entrepreneurship through community gardens	Plan educational activities that foster the networking skills of migrant women	Facilitate inclusive and empowering networking opportunities for migrant women in green entrepreneurship
Explain the personal benefits and social impact of building leadership and networking skills among young migrant women in green entrepreneurship through community gardens	Examine the benefits and social impact of building leadership and networking skills among young migrant women in green entrepreneurship through community gardens	Assume responsibility for supporting migrant women to build their leadership and networking skills for social impact and personal benefit

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2,5	5	2	12,5

ECVET points: 0,5

Bibliography

Goralnik, L., Radonik, L., Palanco, V.G., & Hammon, A, 2022. Growing Community. Factors of Inclusion for Refugee and Immigrant Farmers. MDPI. Growing Community: Factors of Inclusion for Refugee and Immigrant Urban Gardeners

Institute of Entrepreneurship Development, 2023. Building Migrant Resilience Through Leadership and Personal Development Training. Migrant Resilience Through Leadership and Personal Development

FundsforNGOs, N.D. A Sample Proposal on "Youth Empowerment through Urban Agriculture Initiatives." A Sample Proposal on "Youth Empowerment through Urban Agriculture Initiatives" - fundsforNGOs - Grants and Resources for Sustainability

Leadership Dynamics, 2023. The Role of Mentorship in Leadership Dynamics. The Role of Mentorship in Leadership Development

Migrant Rights Centre Ireland, 2008. Enabling Equality: Migrant Women in Rural Ireland. p_201212181121432008_Enabling-Equality_Migrant-Women-in-Rural-Ireland_MRCI.pdf

Migrant Rights Centre Ireland, 2008. Tools for Social Change. A resource guide for Community Work with Migrant workers and their families in Ireland. ToolsForSocialChange-compressed.pdf

Ashoka Changemakers, 2021. Tools. Time for Change: Dream, Act, Change our World. The First Book Accelerator. A tool for educators with practical ways to inspire students to become changemakers. Tools | Changemakers

Impact Hub UNHCR, N.D. Global Roadmap for Refugee Entrepreneurship. 63565bc94.pdf

European Commission & OECD, N.D. Guidance Note: Expanding Networks for Migrant Entrepreneurs. Guidance Note: Expanding Networks for Migrant Entrepreneurs | The Better Entrepreneurship Policy Tool

Zhang, Y., Wang, H., Zheng, K., & Yang,Z., 2025. Empowering Women's Entrepreneurship: The role of green knowledge, innovation and family support. Science Direct. Journal of Innovation and Knowledge, Volume 10, Issue 1. Empowering women's entrepreneurship: The role of green knowledge, innovation, and family support - ScienceDirect

Zinaic, R., Correa, T., Etowa, E., Owolabi, R., Bhatt, Y., Wong, JPH., 2025. Exploring the impact of community gardens on mental health: a scoping review. Science Direct. Wellbeing, Space and Society, Volume 8. Exploring the impact of community gardens on mental health: a scoping review - ScienceDirect

Kingsley, J., Foenander, E., & Bailey, A. 2019. "You feel like you're part of something bigger." exploring motivations for community garden participation in Melbourne, Australia. BMC Public

Health. "You feel like you're part of something bigger": exploring motivations for community garden participation in Melbourne, Australia | BMC Public Health | Full Text

Datta, R. 2016. Community Education: A bridging program between formal and informal learning. Taylor & Francis Online. Cogent Education, Volume 3, Issue 1. Full article: Community garden: A bridging program between formal and informal learning

Sewell, D. 2017. Social Enterprise: 10 Examples in Horticulture. Greenside Up. Social Enterprise: 10 Examples in Horticulture in Ireland & the UK

Blanding, M. 2025. When Migrants and Locals Innovate Together, Communities Gain. Harvard Business School. When Migrants and Locals Innovate Together, Communities Gain | Working Knowledge

Unit 5: Scaling and sustaining green businesses for long-term impact

Unit description

This unit focuses on empowering youth workers to guide and mentor young migrant women in developing green businesses that are not only environmentally sustainable but also economically viable in the long term. The unit covers key skills such as sustainable business planning, resource management, market access, innovation, and scalability within the green economy.

Participants will explore strategies for overcoming common challenges in green entrepreneurship, such as limited access to funding, market barriers, and regulatory constraints. The unit also emphasises the importance of resilience, adaptability, and community-based approaches in scaling impact-driven enterprises.

Youth workers will learn how to:

-Support the development of scalable and sustainable green business models.
-Identify funding sources, partnerships, and networks that can help businesses grow.
-Encourage practices that reduce environmental impact while enhancing profitability.
-Build monitoring and evaluation systems to track progress and long-term outcomes.

Objective

Equip youth workers with the essential knowledge, tools, and strategies needed to support young migrant women in effectively launching, sustaining, and scaling green income-generating activities.

LEARNING OUTCOMES

knowledge	Skills	Responsibility and Autonomy
Outline key principles of sustainable and scalable green business models. Identify strategies and resources for the long-term growth of green enterprises. Recognise challenges and opportunities in supporting green entrepreneurship among young migrant women.	Support young migrant women in developing and implementing green business plans. Simplify access to networks, funding, and partnerships for business growth. Plan the monitoring and evaluation of green business performance and impact.	Develop initiative in promoting sustainable business practices among young migrant women. Test mentoring schemes to support the growth of green enterprises. Support young women to make independent, informed decisions in scaling their green businesses.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2,5	5	2	12,5

ECVET points: 0,5

Bibliography

University of Leeds. (2025, April 10). *What are sustainable business models? (with examples)*. University of Leeds Online Learning Blog. https://www.leeds.ac.uk/online-courses-blog/22900/what-are-sustainable-business-models-with-examples

Vinco. (n.d.). *6 strategies to be part of the green growth*. https://vinco.no/vinco-insight/green-growth-strategies/

Zalkat, G. (2024). *Immigrant entrepreneurship in Sweden: Challenges and opportunities related to business development* (Doctoral dissertation, Halmstad University). Halmstad University Press. https://www.diva-portal.org/smash/get/diva2:1846970/FULLTEXT01.pdf

Eurocities. (2025, April 24). *Addressing migrant women's needs in local integration strategies*. https://eurocities.eu/latest/addressing-migrant-womens-needs-in-local-integration-strategies/

Olivero, A. (2024, January 23). *Sustainability performance management: Your guide from AWorld*. AWorld. https://aworld.org/behavioral-change/sustainability-performance-management-your-guide-from-aworld/

Kumar, A., & Singh, R. (2024). Exploring the role of social enterprises in promoting Sustainable Development Goals in emerging economies. *Journal of Innovation & Knowledge*, *9*(2), 100123. https://doi.org/10.1016/j.jik.2024.100123

Bellesi, V., & Ramos Magaña, S. (2022). *Supporting women's empowerment through green policies and finance* (OECD Environment Policy Paper No. 33). Organisation for Economic Co-operation and Development https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/09/supporting-women-s-empowerment-through-green-policies-and-finance_bd863c2f/16771957-en.pdf

Fostering active citizenship and entrepreneurship among young migrant women through Community Gardens

2024-1-BE04-KA220-YOU-000251697

SUCCSEEDS Training Curriculum

Elaborated by

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Le Bureau International Jeunesse (BIJ). Neither the European Union nor the granting authority can be held responsible for them.