Handbook & Toolbox for professionals

in integral intervention with young female asylum seekers and refugees

NO GAPS Project

Transnational methodology of socio-labor intervention

with young women asylum seekers and refugees

2018-2-ES02-KA205-011654

The No Gaps consortium consists of:

Country	Short name	Legal name
ES	Guaraní	Guaraní Association
ES	SSF	Solidaridad sin Fronteras
EL	IEKEP	Institute of Training & Vocational Guidance
BG	GAF	Gender Alternatives Foundation
AT	BEST	BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH

Version	Date	Comment
01	21.10.2019	First template
02	14.04.2020	Introduction and final template
03	29.10.2020	Final public version

Handbook for professionals

Table of Contents

1)   Introduction

The No Gaps project aims at creating an integral and replicable methodology of intervention at European level for professionals working with young migrant women, asylum-seekers and refugees in counselling. The No Gaps methodology is based on the following elements:

1) The recognition of users' (clients') previous competences.
2) The socio-labour intervention based on clients' individual needs.
3) The access to professional training as a key to guarantee a successful integration.
4) The promotion of social inclusion.

Intellectual outputs (IOs) the project provides are:

1) The Innovative No Gaps Database of good practices, projects, policies, methodologies, pedagogical approaches, resources and tools in the in the project work field.
2) The No Gaps Training Curriculum for an integral socio-labour intervention with young women, asylum seekers and refugees.
3) Open Educational Resources for professionals working on integral socio-labour intervention with young women, asylum seekers and refugees.

All aforementioned outputs can be found online at www.nogaps.eu

1.1) About the purpose of this document

This document, the *No Gaps Handbook & Toolbox for professionals in integral intervention with young female asylum seekers and refugees*, is targeting professionals in counselling migrant/ refugee women aiming at improving their services dedicated to integrative interventions for their client group(s) of young asylum or refuge seeking women. It is based on the No Gaps Training Curriculum (IO2) which shall help achieve the European Qualification Framework (EQF) level 6[1] upon having accomplished the respective training. This includes

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	*In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).*	*In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility*

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[1] https://ec.europa.eu/ploteus/de/node/1440

Level 6[2] The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

The present document is composed of a theoretical part and a practical part aiming at offering learning contents and activities, instruments/ tools and material to develop integral intervention (i.e. activities/ resources based on the No Gaps Handbook and related piloting results from partners) to achieve the suggested competences in counselling women with migration/ refugee background in the areas identified in the No Gaps Training Curriculum as:

- Career counselling & guidance
- Life plan
- Intercultural communication/civic competence
- The gender dimension
- Entrepreneurial skills

1.2) About the document structure

For each suggested training curriculum unit used in this document as basis, the first part to each unit in the present document will offer specific theoretic background to situations and needs of professionals working in counselling for/ with young female asylum seekers and refugees.

Any initiative, input and guidelines to experience and practice related competences will be included in the second section, the practical part, offering learning contents and activities.

This starts with so-called education energizers, classroom-based activities that integrate physical activity with academic concepts as an evidence-based intervention proven to increase participants' physical activity levels, as well as further **learning** opportunities and decrease any personal „barriers" to communicate and collaborate (with others). They should be seen as „door openers" for better integral socio-labour intervention with young asylum seeking/ refugee women.

A following section to each competence unit holds „activities" (1 per page) of integral socio-labour intervention. These are specific intervention suggestions based on the specific competences of the suggested units which professionals counselling the target groups in question should know, should be able to consider in their work with them.

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[2] The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

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The last section in the practical part to each competence unit consists of tools suitable for reflection, (self-) assessment of the No Gaps targeted client groups. Each unit suggests one suitable methodology for reflection and assessment, offering in total a wide variety to professionals for their work with young asylum seeking/ refugee women.

2)   Handbook & Toolbox contents

The next pages provide the theoretical and practical contents to the competence units:

- Career counselling & guidance
- Life plan
- Intercultural communication/civic competence
- The gender dimension
- Entrepreneurial skills

2.1) CAREER COUNSELLING & GUIDANCE

2.1.1) Theory behind "CAREER COUNSELLING & GUIDANCE"

Abstract

The main goal of **career counseling & guidance** is to assist individuals to believe in themselves and their own strengths so that they can gain confidence, either by continuing education or by training and finding a job. Sometimes, these individuals show other kinds of achievements which they underestimate and do not think of as a starting point for acquiring skills. Counsellors need to help all the skills, inclinations and strengths of each participant emerge and to support them, based on their positive aspects and not shortcomings that may exist.

Main part

Career Counselling and Guidance is an increasingly important procedure provided individually or in group; above other, it helps people to:

- ✓ Increase awareness and assess their personal traits (interests, values, performance, etc.)
- ✓ Get occupational and educational information
- ✓ Match their personal traits to potential educational/ career choices
- ✓ Take educational and career decisions
- ✓ Manage transitions and cope with practical issues related to them
- ✓ Make an action plan

It is important to devise an individual plan of action to formulate specific goals and steps that participants of the target group should follow in order to have a clear and realistic plan which they will try to accomplish to achieve the goals they set with the counsellor.

The preparation for successful integration into the labour market, which is demanding and competitive today, requires professional behaviour based on the acquisition of knowledge, skills and attitudes at a professional level. This means that the counsellor needs to emphasize the entire development of individuals and to support them in order to gain a positive image and attitude for their work and their role as employees.

The envisaged procedure provides a first orientation phase in which people can get information on different occupational domains, carry out an educational and psychological assessment and then focus on the area in which their professional skills will be better exploited. In order not to leave them alone, the counsellor follows them in a comprehensive manner, with references to family issues, social problems, learning difficulties, behaviours, past observations and plans for the future.

Summary

Through active interaction between the counsellor and the beneficiary, the building of mutual trust and confidence, as well as a variety of motivating activities, the beneficiary is expected to acquire the competences required in order to make the best possible decision taking into consideration the various aspects of his/her personality.

Bibliography

All Different All Equal (1999). Education Pack. Ideas, resources, Methods and Activities for Informal Intercultural Education with Young People and Adults. Strasbourg: European Youth Centre, Youth Directorate.

https://ec.europa.eu/employment_social/ECDB/equal/jsp/dpComplete_1007.htm

http://main.ekke.gr/projects/sem/resources/others/Kales_praktikes.pdf

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2.1.2) Learning contents and activities to achieve the suggested Learning Outcomes

UC TITLE CAREER COUNSELING & GUIDANCE	Workload 25h00

OBJECTIVES: The aim of this Unit is to provide the professionals with the required skills and knowledge in order to be able to assist their beneficiaries gain self-knowledge, goal setting skills, decision making skills and creating and following an action plan. The aim is for the professionals to be given all the qualifications needed in order to be able to Identify and make the first remarks about the needs of their beneficiaries and to guide the individual by taking into account the realistic conditions of his/her life to make his/her first choices and prepare them for a successful integration into the labor market by preparing an individual action plan taking into consideration their needs and their potentials.

LEARNING OUTCOMES

Upon completion of this unit the learner will be able to:

ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Apply career counselling principles properly in order to (re)orient beneficiaries regarding their career and entrance in labor market	Providing career counselling and development processes to diverse populations. Assist beneficiaries in career planning	Identify beneficiaries' biases toward work based on gender, race, and cultural stereotypes. Assess personal characteristics such as attitude, achievement, interests, values, and personality traits Needs assessment and evaluation techniques and practices. Adherence to ethical codes and standards relevant to the profession of career counselling Current ethical and legal issues which affect the practice of career counselling with all populations Recognise the significance of achievements and interests to own	Collaborate with beneficiaries in identifying personal goals. Establish and maintain a productive consultative relationship with the beneficiaries Recognize own limitations as a career counsellor and to seek supervision or refer beneficiaries when appropriate Assess current strengths, weaknesses and areas for development Develop an action plan to support the achievement of goals Run Counselling Interviews	Apply to the setting of future development or career goals Apply information sourced when setting future goals Apply action plans to future personal and professional development opportunities Develop an Action Plan with and for the beneficiary Use the "SMART" concept in order to support the setting of appropriate aims and goals

		development		
		To understand the meaning of motivation and develop an awareness of personal interests, skills and abilities		
		Understand the processes involved in setting and achieving personal goals		
		Recognise and use the phases from the coaching interview		

EXTERNAL RESOURCES computer with an internet connection to access the online material (worksheets and articles) indicated in the training programme.

2.1.2.1) Energizer

Content and Instruction

- The aim of the activity is on the one hand to create a positive climate and to break the ice between the participants in a funny way and on the other hand to help the participants hear and learn the names of the others.
- All participants stand up and the instructor randomly gives a balloon to one participant. The participant who takes the balloon must move through the others, tapping it lightly in the air, taking care not to throw it on the floor and at the same time saying his/her name aloud until he/she gives the balloon to another participant who will repeat the process saying his/her own name. The balloon must pass through all participants.

Timing (minutes)

- 15-30min. (it depends on the number of participants)

Setting – Material - Equipment

- Ballons
- A big room -preferably empty-in which participants are able to move comfortably

2.1.2.2) Integral socio-labour intervention activities

The three activities to be introduced and described above are "The History Exploration Guide", "Goal planning" and "The individual action plan".

The **History Exploration Guide** is a useful tool that enables counsellors to identify and make first remarks about the needs of the young individual, dividing them into three levels: basic needs, social needs and occupational needs. The counsellor gets support from the career guidance interview form that includes three levels, professional, family, and educational level. The counsellor is called upon to guide the individual by taking into account the realistic conditions of (his/)her life to make (his/)her first choices.

Goal planning is a powerful process for thinking about your ideal future and for motivating yourself to turn your vision of this future into reality. Setting SMART goals helps beneficiaries to get a realistic view of their current strengths and weaknesses, which can affect the process and motivate them to work hard in order to achieve these goals and never to give up. What is more, after understanding the beneficiaries' goals, trainers will be able to put them in an action plan, monitoring and recording the process.

The **individual action plan** is the key to the whole process. It refers to the design of concrete steps the individual needs to take. The exploration is carried out, with the counsellor taking into consideration what the person likes, what (he/) she is interested in, what (he/) she is good at, what work (he/) she likes to do, what are (his /) her goals - personal and professional -, in which areas (he/) she thinks (he/) she can improve. Based on the outcomes, necessary steps and priorities are identified in the individual action plan. The action plan, after being carefully designed in cooperation with the counsellor, is signed by both of them, thus forming a kind of contract signifying the agreement and the commitment of the individual to proceed with the implementation of the action plan.

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The History Exploration Guide

Content and Instruction details

Timing:
180 min.

Setting – Material - Equipment:

printed papers of The History Exploration Guide

pens

notebook or white papers to take notes

The aim of this role-play is to assist the counsellor to identify and make first remarks about the needs of the beneficiaries, to guide them by taking into account the realistic conditions of their life and to prepare a successful integration into the labour market.

Participants form groups of three. One should play the role of the counsellor, one of the beneficiary and the last one should just observe the counselling procees and take notes.

A "History Exploration Guide" sheet is given to each group and the role playing begins. Of course the person pretending to be the beneficiary plays a role and therefore does not need to reveal his/her own true history as this is something for which a climate of mutual trust has to be created first. At this stage the person playing the role of the beneficiary will preferably represent a beneficiary with an immigration or refugee background to better meet the needs of the project.

After every group has finished, the members exchange roles and start all over again. In the end a conversation is facilitated, motivating participants to express their thoughts and their feelings as well as to give feedback concerning the guide.

The guide includes three levels, professional, family, and educational level.

see guide below

GUIDE FOR THE INTERVIEW FOR VOCATIONAL (re)ORIENTATION

1ST PART: Creation of the First Job Choices
- Have you thought of a vocation or more than one that you would like to do?
- With which criteria did you choose them?
- Has anyone helped you in choosing? If yes, who was it and in what way?
- Have you ever had any support in professional/ vocational orientation in your life?
- Do you have specific information on the vocations that you chose?
- Have you ever tried to gain more information on these?

PERSONAL REVIEW
1. **Personal Interests**
   1.1. How are they manifested in your personal life?
   - What are the activities you do most often?
   - What are your favorite activities?
   - Why?
   - Do you do –by yourself or with others
     o A manual activity
     o A mental activity
     o Which ones and why
     o What do you like about them
   1.2. How are they manifested in another context?
   - Have you joined any club?
   - What is it about?
   - How does it work?
   - What do you like about it?
   1.3. How are they manifested in your free time?
   - What are the activities that you do most often?
   - Why?
   - Regardless of any obstacles, what would you like to do in your free time?
   - Why?
2. **Professional/ Vocational Information**
   2.1. What vocations/ professions are you aware of?
   - Do people from your environment do these?
   - Have you seen how they are?
   - Have you been told about them?
   - Have you read something about them?
   2.2. What element do you think is the most important in these vocations/ professions?
3. **Professional/ Vocational Interests**
   3.1. From the professions/ vocations you just told us about please describe
   - Which elements are the most interesting for you?
   - Which elements are the least interesting for you
   - Why?
   3.2. Which of the vocations/ professions you know of would you like to do?
   3.3. Which ones would you never like to do?
   3.4. In an ideal world and without thinking about your current situation, what would be your dream job?
   3.5. What would you never want to do?
   3.6. Do you talk with your environment what is it that you would like to do as a vocation/ profession?
4. **Values**
   4.1. In your environment, what are the three people you admire the most?
   Why?
   4.2. For you, what are the most important factors that one should take into account when choosing a vocation?
   - The professional interest
   - The conditions in the work place

- The relationships with colleagues
- The professional perspectives
- The salary
- The stability of the work place
- The prestige of the job
- The variety in the specific vocation
- Something else (Specify)

4.3. Prioritize the following "personal values"

- Professional life and development
- Family life
- Personal activities in the free time
- Friends and social relations
- Other (Specify)

4.4. How much effort are you willing to put into preparing for the vocation/ profession that you like the most?

- How certain do you feel about your professional/ vocational choices?

Very   Not so much   Not at all

- Why?
- Have you ever thought of combining your professional plans with your future life?
  - o Family life
  - o Social life
  - o Free time
  - o Other
- What do you think is the most difficult in choosing a profession/ vocation?
- What is the most difficult for you personally in choosing a profession/ vocation?

2nd PART: FAMILY LIFE

1. Of which members does your family consist of?
   - What do these people do?
2. How is your relationship with the following?
   - Mother
   - Father
   - Siblings
   - Spouse
   - Children

   2.1. Is there any specific problem with someone in your family?

   2.2. Do you have a favorite in your family?

3. Do you talk with any of them about your problems?

   3.1. If so, with whom?

   3.2. What kind of problems?

   3.3. How is the person responding to your problems?

3rd PART: ENVIRONMENT/ EDUCATION

1. In school and in any other educational path you have taken, what were your favorite subjects?
   - Why?
   - What was it that you liked the most?
2. In your educational path, in which subjects were you good at?
   - Why?
   - Do you believe you could have done even better?
3. What subjects you liked the least?
   - Why?
   - Any subject from the ones you liked the least, which you find interesting?
4. In other activities in your life, is there any that you would like to be part of your profession/ vocation?
   - Which one?
   - Why?

Goal planning

Timing:

120 min**.**

Setting – Material - Equipment:

printed papers of the goal scale and the goal setting

pens

Content and Instruction details

When setting goals, it is important to identify and recognize if these goals are SMART (**S**pecific, **M**easurable, **A**chievable, **R**elated, **T**ime-bound) in order to be able to achieve them. First of all, we need to consider if our goal is specific regarding what you want to accomplish. Secondly, a goal needs to be Measurable which means that we should suggest an indicator of progress in order to make our goal more tangible. Moreover, it needs to be Achievable. We need to consider how to accomplish this goal and if we have everything that is required to do so. If not, we need to consider what it would take to attain them. A goal needs also to be Realistic which means we need to state what results can realistically be achieved. Last but not least a goal should be Time-Bound. It is important to specify when the results can be achieved while if our goal lacks realistic timing, there is a possibility that we are not going to succeed

Once the trainees have acquired the theoretical knowledge about the smart goal, they can proceed with this exercise. They record their goal as they have it in mind. Then, on a scale of one to 10, they need to put a dot where they think their goal is for each of the features. For example, how specific is their goal from 1 to 10. They draw a dot on the line that refers to the s (specific) and they do the same for each one of the other features. When they do this process for all the features they join the dots and observe the variation. After seeing what features their goal lags behind.

After that, they are given the SMART GOAL setting paper. Initially, learners think about the goal they want to set and do a brainstorming of what they imagine by writing whatever comes to mind without elaborating. Then, they are asked to put in order what they have written and start by rewriting their goal, making it more specific. After that they rewrite it, making it more measurable this time. They continue in this way, rewriting the goal over and over again until they acquire all the features to be smart. Finally, they are now writing their smart goal. After rewriting the goal they focus on this new goal and do the same process with the scale again, that is, they redesign a dot on the same scale where they believe their goal has now reached. When the process is completed they observe the before and after looking at the distance of the dots for each feature separately but also the variation for all the features in general.

see below the excersizes

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S M A R T

10 10 10 10 10

1 1 1 1 1

My goal ....

GOAL SETTING

MY GOAL IS......
BRAINSTORMING

make it Specific
....
make it Measurable
....
make it Achievable
....
make it Realistic
....
make it Time-bound
....

write here your new
SMART *goal*

IEKEP

S M A R T

10 10 10 10 10

1 1 1 1 1

My new goal ....

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The individual action plan

Timing:
120 min**.**

Setting – Material - Equipment:
printed papers of the individual action plan
pens

Content and Instruction details

The individual action plan is a very important point for counseling and career guidance because it captures the appropriate steps that an individual needs to follow in order to achieve the goals he/she has set.

This activity can be combined with the previous two and mainly with the activity related to the history exploration guide. The instractor gives each participant the individual action plan sheet and everyone takes some time to think, reflect and complete it.

When everyone has completed it, they form pairs and discuss it with their partner, exchange point of views and, if useful, make changes to their action plan.

In the end, they share their thoughts and feelings with the whole team.

see the individual action plan sheets below

INDIVIDUAL ACTION PLAN

My personal/ educational/ professional evaluation is ………………………………………………………………………

………..

………..

………..

After the conversation with the counsellor, it looks like:

- I am interested in ……………………………………………………………………………………………………….
- I am good at …….
- I prefer to do/ be ……………………………………………………………………………………………………….
- I want to …….

Other comments …….

My goals- Personal and Professional/ Vocational (priorities) are:

………..

………..

………..

Aspects that I can improve (personal/ educational/ vocational/ professional) are:

………..

………..

………..

………..

My personal action plan is:

ACTIONS	STEPS TO BE TAKEN / HOW?
To reach social services to….	
To enroll in vocational training in ……….	
To gain experience in ……………….	
To work	
To go back to school/ education …..	
OTHER ACTIONS	STEPS TO BE TAKEN / HOW?

Follow up suggestions

The activities proposed above are interconnected and have a coherence. One can lead to the other.

At the end of each session, the instractor asks the participants to send him/her an e-mail mentioning one positive and one negative thought of them regarding the activities and he/she asks them to have sent this e-mail before the next session. The instractor gathers the thoughts of everyone together separeting the prosinive and negative ones and creates two lists in order to present them at the next session and discuss with the participants.

Furthermore, before the end of each session the instractor can ask each participant to write on a post-it a new skill they think they gained or improved. For every session everyone adds a new skill and before the end of the final session the instractor reads aloud all the new skills the team gained.

2.1.2.3) Tools for reflection, (self-) assessment

At the end of each activity it is of a high importance to conduct activities for self-reflection and self-assessment in order to relieve the participants' feelings and help them identify where they are standing right at this moment, what they have achieved and how they can use these achievements as well as what they have missed.

Content and Instruction Reflection & Assessment	Specific details on the role of the professional	Setting – Material - Equipment	Timing (minutes)
Tool for reflection			
Questions for reflection: • Taking into consideration the discrepancy between how we perceive ourselves and how others perceive us, are you aware of your own blind spots? • Are there new skills you can learn • If you could go back in time, what would you do differently • On a scale from 1 to 10 where do you think you are standing right now	The professional hands out the questions to trainees. They should reflect on them and write down short answers anonymously on different post-its. After all participants have finished, the professional asks them to put the post-its on a board or a wall. He/she reads the ansewrs aloud or at least some of them. A group con-versation shall be facilitated then on the groups´s reflections.	• Printed papers of the questions • Post-it • pens	40 minutes
Tool for (self-) assessment			

| After working through this chapter, I have... | The professional hands out the self-assessment quiz to trainees who should complete it by themselves and reflect on what they have gained and what is missing. After everyone has finished, the professional asks them about their opinion and their feelings about the activity.. | Printed papers of the self-assessment quiz. pens | 20 minutes |

	1 Disagree	2 Rather disagree	3 Neither agree or disagree	4 Rather agree	5 Agree
… acquired basic knowledge regarding career counseling issues					
… understood how the trainers/counselors can help the beneficiaries.					
… resources (links, articles, videos) for further reading.					

2.2) LIFE PLAN

2.2.1) Theory behind "LIFE PLAN"

Abstract

We are individuals. But this individuality is being built gradually. It is not like we wake up some day and decide to be someone. Our person's identity (unique characteristics that distinguish us from others) influences persons around us, our relations, and ways of interacting with others in a territory (family, neighbourhood, local community, nation, etc.). Many different factors can determine our personal identity. One of those is our personality, and it can change if we take active steps to become the person we want to be.

Main part

Every individual is unique, equally worthy and has the right to live according to her/his beliefs, customs, practices and established behaviour rules. Globalization and migration have brought together people from different ethnic origins, religious backgrounds, beliefs, traditions and languages. However, sharing a common space does not automatically result in overcoming the boundaries of historically constituted communities; it does not necessarily involve opening yourself to otherness, trying to understand differences, valuing diversity and building common grounds for dialogue. But we live together, and we should not only tolerate this diversity, we should value it as an opportunity through which we can learn from one another in order to build stronger, more dynamic societies. Human rights, diversity, tolerance and non-violence related issues have become even more important during the past few years considering recent events of wars, refugee crisis and world pandemic. The impact of the existing beliefs, customs, practices and behaviour within a society naturally comes first and they play the most influential role in shaping one's attitude to life. Non-formal education tools could play a key role in overcoming the historically developed negative attitudes to human differences, especially in the life of immigrants/refugees/asylum seekers. It could support migrant women in being open-minded, self-confident and strong in making the correct decisions about personal and professional development, based on analysis of their identity and possibilities for integration in the European societies.

Summary

Migrant women need more than academic support to acquire new skills and competences to engage with their learning journey. We need to explore why some of them have not managed to access the educational experiences which they have aspired in previous years. When migrant women understand and can articulate their previous difficulties and present needs, they are far more likely to engage with the difficult (as they perceive it) path to achievements in their lives.

Bibliography

http://othernessproject.eu/en/home/, financed by Erasmus+ Key Activity 2: Cooperation for innovation and the exchange of good practices – Strategic Partnerships for school education 2015-2018
https://exploringyourmind.com/edward-de-bono-six-thinking-hats/
https://www.mindtools.com/pages/article/newTMC_05_1.htm

2.2.2) Learning contents and activities to achieve the suggested Learning Outcomes

UC TITLE: LIFE PLAN	Workload: 25 h

OBJECTIVES: The unit is designed to help the learners to get to know better themselves, to reflect on their knowledge and skills, in order to plan better their personal and professional development. The exercises will serve as a knowledge and experience exchange between those who are taking part in the training. The participants will identify their own skills and will reflect on any changes that they could introduce in their lives. The unit aims to improve the decision-making process in the lives of young migrant women and other learners from all ages.

LEARNING OUTCOMES				
Upon completion of this unit the learner will be able to:				
ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Life Spiral – learners complete their own life spiral, making links with experiences.

Reflective Practice – the trainer presents the diagram to the learners and its relevance in one's professional life

Legacy of experience and Legacy of oppression – the trainer uses the Cultural Identity theory to explore process of developing Non-Oppressive Practice

Learners complete the 'How I learn Quiz' and discuss the results first in pairs and then in a group

The trainer presents the attachment theory and learners analyse first individually, then in pairs and in a group

The trainer explains the counselling theories and discuss them with the group | Life experiences identified

Life spiral results shared in pairs

Group discussion on the life spiral results

Completed exercise in a worksheet

Linked the Reflective Practice model to personal self-awareness (from the Life Spiral)

Professional performance analysed

Established links between Life Spiral and Reflexive Practice and their impact on Personal Prejudice

Group discussion on the cultural identity

Identified tools for development of non-oppressive practices

Better knowledge achieved on the self-learning process

Results discussed in pairs

Conclusions made by the group

Analysed the need for boundaries in the life's relationships

Individual reflection on each life's attachments | • Identify a sense of developing awareness of oneself

• Identify some of those life experiences which may have influenced her/his own attitude and behaviour and those of others

• Acknowledge the need to develop Reflective Practice in order to form an appropriate relationship with others

• Know how to achieve perception of the effects of all forms of oppression

• Understanding on what may stop people learning

• Understanding on one's own learning process

• Knows the basis of the Attachment theories

• Understanding on how behaviour influence one's life relationships | • Explain the difference between personal self-awareness and Reflective Practice

• Explain the principles of Reflective Practice as a useful tool in one's life

• Understand the Cultural Identity Theory and manage the effects of oppression

• Outlines different learning styles and identify own preferred styles

• Can identify clear routes of support and independence

• Can identify how attachment can influence ability to form relationships and triggers for violence | • Demonstrates appropriate and effective application of Reflective Practice

• Explores personal reactions to the effects of oppression

• Explores the levels and diversity of personal prejudice

• Can analyse how developing awareness can be applied in new and appropriate behaviours

• Can apply learning styles in her/his own learning process

• Can apply theories of attachment in practice

• Is able to demonstrate collaborative and democratic ways of working |

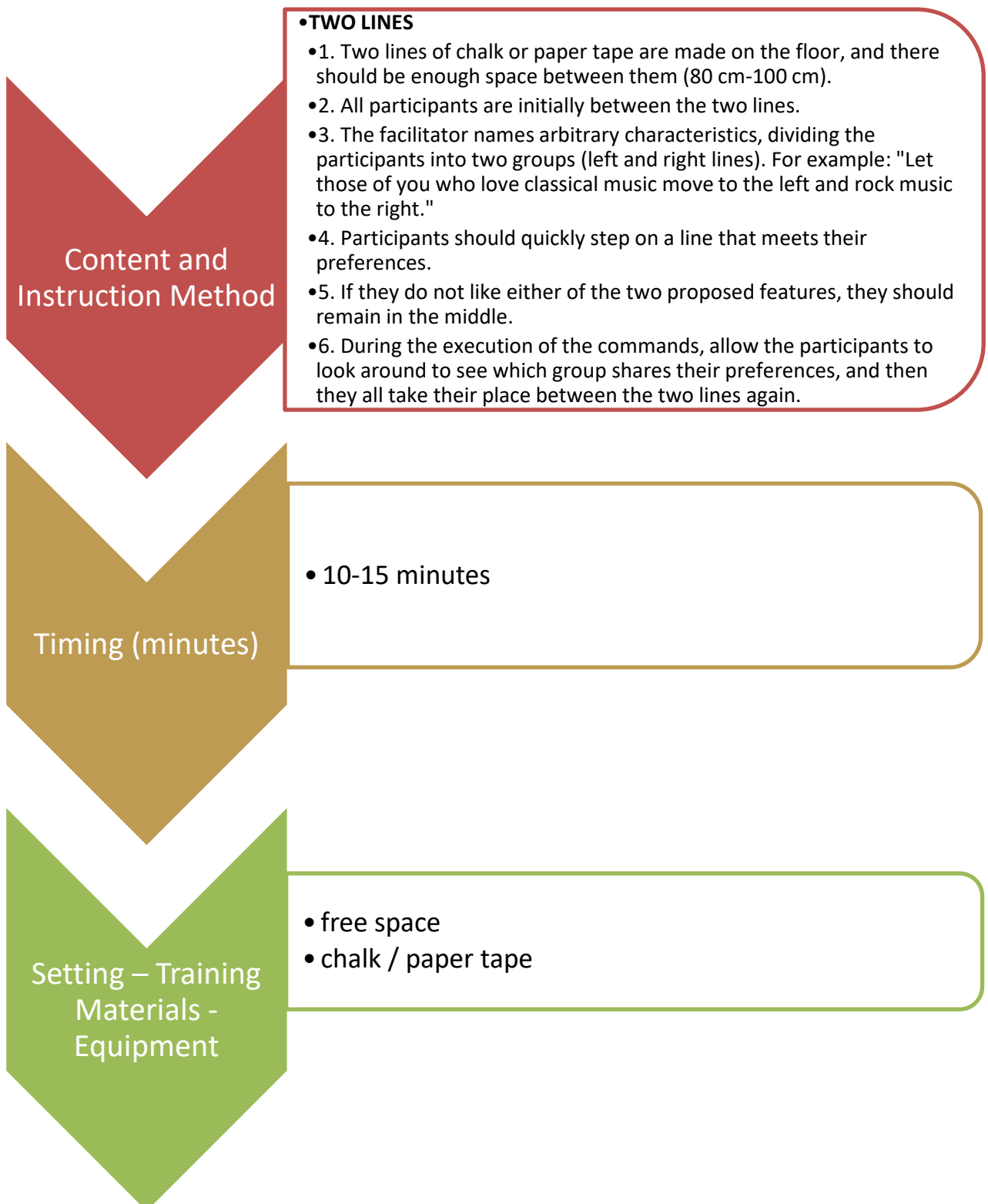|	Shared experiences in pairs and in a group			
	Use of counselling theories recognized			
	Ways of better life behaviour identified			

EXTERNAL RESOURCES

Materials, specified in each sub-unit

Exercises and worksheets, provided in each sub-unit

References and additional literature available per sub-unit

2.2.2.1) Energizer

Content and Instruction Method

- **TWO LINES**
- 1. Two lines of chalk or paper tape are made on the floor, and there should be enough space between them (80 cm-100 cm).
- 2. All participants are initially between the two lines.
- 3. The facilitator names arbitrary characteristics, dividing the participants into two groups (left and right lines). For example: "Let those of you who love classical music move to the left and rock music to the right."
- 4. Participants should quickly step on a line that meets their preferences.
- 5. If they do not like either of the two proposed features, they should remain in the middle.
- 6. During the execution of the commands, allow the participants to look around to see which group shares their preferences, and then they all take their place between the two lines again.

Timing (minutes)

- 10-15 minutes

Setting – Training Materials - Equipment

- free space
- chalk / paper tape

2.2.2.2) Integral socio-labour intervention activities

The training is designed to add and compliment to previous knowledge rather than act as a substitute. We aim at a knowledge exchange with those who are taking part in it. We hope that participants will add their own knowledge and practice to our suggestions and reflect on any changes and differences that they make. We hope it will improve decision making by migrant women and asylum seekers.

The training that we deliver is based completely on the strategies and interventions used in our work with vulnerable learners. The process of growth and achievement is similar whether it applies to vulnerable learners or to our own professional development. It begins with a focus on the legacy of experience in order to understand and comprehend our progress to where we find ourselves at present. Skills and competences are added when the attitudes and qualities are reflected on.

The proposed activities include:

Activity 1: Make better decisions! Think independently.

With this activity, migrant women are introduced to the topic of how the defined 4 steps could help a person to think independently and make better decisions disregarding the opinions of others. The activity could help learners to reflect on their needs and values so they can understand what their interests are and what is important to them.

Activity 2: Simulation exercise

The objectives are to get familiarized with social identities and explore the identity from another point of view. Diversity is around us, in school, in workplace, within families, everywhere. A simulation game (Patricia K. Tompkins, 1998) is a recreation of a real-world situation, designed to explore key elements of that situation. Similarly, to role playing, simulations always include an element of role. During a simulation game the learners need to perform a certain situation based on real life situation.

Activity 3: My identities – me as a person

The activity aims to promote consciousness about some differences between personal identity and citizen identity, as objective of the integration process is also to motivate immigrants/refugees/asylum seekers to be active members of the European societies' life. The exercises will help the migrant women to understand that the personal characteristics influence our citizen actions, concerns, and our engagement in community life, reflecting at the same time on the possibility to change our personal characteristics to be a better citizen.

No Gaps

Make better decisions! Think independently.

Content and Instruction details

Being immigrant/refugee and a woman could be hard because of cultural, family, labour reasons, which make complicated the integration process. Often people from your surrounding will not accept you or try to pressure you, and even control you. That's why it is important to know well yourself, your skills and abilities, so to be able to make your own decisions, be independent and strong.

The trainer presents the 4 steps for self-decision, which the learners can practice. (10 ')

Step 1: Protect yourself from situations when somebody puts pressure on you.

Don't be afraid to be different. Don't do anything only because you want to please somebody.

Step 2: Think about the consequences before making a decision.

Think independently. Use you reasoning skills. Don't do anything only because you have been told to do so. Think about whether the decision you are making is right and if you will not make a mistake. Consider the consequences of your actions and how they will affect your health and your future.

Step 3: Be prepared for different situations.

Only when you have the knowledge of what is good and what is bad, you gain the power to say 'NO'.

Step 4: Act firmly.

Explain why you will not follow others and their reaction may surprise you. Every time you defend your position, you get stronger and you show that YOU decide for yourself what to do.

The trainer distributes a **worksheet*** to each learner and they independently perform the tasks:

A / Color in green those things that fit your needs, interests and values. (5 ')

B / With blue color those that do not match your needs, interests and values. (5 ')

The trainer divides the class into 4 groups and invites the learners to discuss their definitions for a concept "e.g. health" and offer a definitive argument for the meaning of the term. (10 ')

The task of each group is to nominate the words from the table in order of importance. (e.g.: 1. HEALTH, 2. CAREER, 3. ...., 4. ...., 5. BEAUTY) (15 ')

Discussion follows on the similarities and the differences identified among the groups, so that each group should defend its decision. (15 ')

Timing:
60 min.

Setting – Material - Equipment:
Coloured pencils, printed worksheets

* Worksheet

Beauty	Hard-work	Love	cinema	Care
Will	Career	Loyalty	Power	Rights
Attention	sport	virtue	smile	folk
experience	Rap	food	freedom	health
Holiday	family	self-knowledge	truth	responsibility
gain	justice	Job	computers	internet

Follow up suggestions: guided reflection

Have you personally experienced situations in which the others have been forcing you to do things that are wrong for your age or unacceptable to you and the society?

How do you meet the challenge of being yourself?

Why is it good for everyone to make decisions about her/his own actions?

The development of decision-making skills is an integral part of education, with a view to disseminating fundamental values and intercultural competences for active citizenship. Every decision-making process makes the ultimate choice that may or may not provoke action. Decision-making is the process of identifying and selecting alternatives based on the decision-maker's values, preferences and beliefs.

Simulation exercise

Timing:
60 min.

Setting –Material - Equipment:

Laptop and video projector

Tips: the following examples of conversations could be modified according to the preferences of the trainer and the needs of the learners

Content and Instruction details

The learners watch the video: https://vimeo.com/166006201

1. Learners are divided into six groups. Each group is assigned with a role: a) parent, b) best friend, c) mayor, d) priest, e) brother/sister, f) director.

2. Learners in each group must talk about themselves as the role of the group, i.e. in group (a) everyone speaks like they are a parent.

3. The whole group represents people who live in a small community where everyone knows each other.

4. Begin conversations. Each conversation should last for about 15 - 20 minutes.

Examples of conversations:

- A new refugee family moves into the village. Their two children need to go to school. How would you react? Discuss.

- A circus is coming to town and everyone is excited. This circus however uses animals in the shows. What would you do? Discuss.

- There is a song contest on TV where people of any age could participate. How do you feel about that? Discuss.

- It is announced that there is funding for building a new sports field. What would it be and why? Discuss.

Follow up suggestions

How did you feel when talking as someone else?

Was it difficult to talk as a group of one character?

Do you find similarities between the roles and real life?

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Diversity aims to recognize, respect and value people's differences to contribute and realize their full potential by promoting an inclusive culture for all.

No Gaps

My identities – me as a person

Content and Instruction details

Timing:
60 min.

Setting – Material - Equipment:
White paper and red and blue markers; internet connection, computers

1. Brainstorming about what we are as persons and what we are as citizens. The trainer introduces the concepts of personal identity and citizen identity. 15'

2. Learners do the alphabet soup with words related to some personality traits (**personality traits***). 15'

3. Learners are divided in 2 teams and make the true and false quiz about rights and obligations of European citizens (http://othernessproject.eu/atividades/digital/33/quiz1.html), and have 15 minutes to try to organise the person's characteristics of the alphabet soup that they think are likely to influence more positively or negatively the relations and well-being of European citizens (according to their rights and obligations), by writing each characteristic in a simple table with 2 columns using red marker for (more) negative and blue marker for (more) positive. 15'

4. Then the 2 teams compare and discuss the results. In case of divergent perspectives, at least one member of each team has to give an explanation of his/her team's choice. 15'

* personality traits

Words related to personality traits

O	B	V	Y	D	O	G	Y	R	M	J	V	U	W	J	Z		QUESTIONING
Q	D	F	J	C	Y	X	D	T	E	Y	O	Q	A	J	B		IDEALISTIC
U	L	J	U	L	X	U	C	V	T	W	G	B	R	X	R		DEMANDING
E	G	O	H	R	M	O	J	J	I	F	I	L	G	R	I		OBEDIENT
S	Z	G	S	O	W	G	B	F	C	G	Y	H	U	D	C		METICULOUS
T	V	V	Z	D	M	O	D	W	U	K	S	E	M	E	L		ARGUMENTATIVE
I	Y	M	X	B	Z	P	B	T	L	S	A	R	E	M	S		
O	Y	T	H	S	Z	B	N	T	O	L	K	B	N	A	K		
N	C	Q	T	H	T	D	V	M	U	B	V	T	T	N	O		
I	K	N	E	E	B	Z	R	S	S	A	O	H	A	D	B		
N	I	D	E	A	L	I	S	T	I	C	P	G	T	I	E		
G	E	W	K	N	X	R	S	V	L	I	E	S	I	N	D		
Y	N	E	V	A	Y	D	H	Z	W	D	Y	A	V	G	I		
D	R	Y	M	W	E	X	D	R	E	G	I	V	E	F	E		
G	L	N	U	A	P	G	B	J	J	M	F	U	C	K	N		
Z	R	X	O	E	E	R	W	R	G	B	Y	L	K	W	T		

Find words related to personality traits.

Follow up suggestions

Guided reflection:

Is that so simple to divide some personality traits into negative and positive traits?

Does being a citizen imply to assume responsibilities and taking actions to improve the community life (neighbourhood, local community, nation, etc.)?

Is it possible to change our personal characteristics to be a better citizen?

According to the definition of European Union citizenship, every person holding the nationality of a Member State is a citizen of the EU. Nationality is defined according to the national laws of that State. Citizenship of the Union is complementary to, but does not replace, national citizenship. EU citizenship implies some more rights and obligations (duties) than national ones.

2.2.2.3) Tools for reflection, (self-) assessment

The reflection and assessment tools are parts of the process of estimating the effectiveness of the proposed activities and form an integral part of the entire training and learning procedure. The assessment deals with the extent on (a) whether the training module as a whole responded to its objectives, (b) which specific methods resulted effective for the needs of the learners and (c) how the learners themselves assess their learning process.

Content and Instruction Reflection & Assessment	Specific details on the role of the professional	Setting – Material - Equipment	Timing (minutes)
Tool for reflection			
Guided discussion: Thinking about past and future events and decisions can be very frustrating. Life is a complex thing, and everything might seem to be mixed up and complicated. It is usually a good idea to distinguish between the different aspects of an event or a decision in order to see the real	1. The WHITE hat is the hat of facts. So, put on your white hats and think (and share) what facts you learned in today's activity. 2. The RED hat is the hat of emotions. So, put on your red hat and think (and share) how you were feeling during the activity or during a specific part of the activity. 3. The BLUE hat is the learning hat. So, put on your blue hat and think (and share) what you learned in today's	• Suggested reading: https://exploringyourmind.com/edward-de-bono-six-thinking-hats/ • Coloured sheets of paper to make (paper) hats	15 minutes

picture. Here is how we can do it. Imagine that when you put on a hat of specific colour, you consider only one aspect of a case or a decision.	activity. 4. The BLACK hat is the negative hat. Put it on and think (and share) what you didn't like in today's activity. 5. The GREEN hat is positive hat. Put it on and think (and share) what you liked in today's activity. 6. The YELLOW hat is the hat of creativity. Put it on and think (and share) how you could use what you experienced today in real life.		
Tool for (self-) assessment			
A SWOT analysis is a useful development exercise that can help identify and evaluate personal goals and aspirations. Teachers should help learners complete their own SWOT analysis in order to have a better understanding of what kind of actions and programmes can help them strengthen their weaknesses and overcome the identified threats.	In order to help the learners to fill out the SWOT analysis, the trainers could find this questions useful: **Strengths:** • What do you do well? • What do other people ask you for help on? • What is unique about you? **Weaknesses:** • What are your weak areas? • In what areas do you have fewer resources available? • Do others avoid asking you for help on certain things? **Opportunities:** • What trends can you take advantage of now? • How can you leverage your strenghts? • Are there any opportunities immediately open to you? **Threats:** • What is your competition doing? • Do any of your weaknesses pose an immediate threat? • Is there anything that you must address right now?	• Board, markers or chart paper and pens • Worksheets: SWOT analysis template	15 minutes

The No Gaps project encourages critically reflective practice in all areas, including students and trainers as part of the teaching and learning process. Learners, having a reflective and critical approach to their own learning practice, will provide valuable feedback on the effectiveness of the provided tools.

2.3) INTERCULTURAL COMMUNICATION/CIVIC COMPETENCE

2.3.1) Theory behind "Intercultural communication/civic competence in counselling women with migration/ refugee background"

Abstract

Intercultural communication skills are those required to communicate, or share information, with people from other cultures and social groups. While language skills may be an important part of intercultural communication, they are by no means the only requirement. Intercultural communication also requires an understanding that different cultures have different customs, standards, social mores, and even thought patterns. Finally, good intercultural communication skills requires a willingness to accept differences and adapt to them.

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civic rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national,European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies ofsocial and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

Main part

To help migrant women, refugees and asylum seekers understand the theory behind "Intercultural communication and civic competences", they should be supported in achieving knowledge and awareness about these topics in relation to their traditional and cultural backgrounds, customs, standards and believes. Intercultural competence implies readiness to deal with difference in an ethno-relative manner (viewing values and behaviors of others from broader perspectives, and not seeing one's own as normal/superior). However, it also needs to avoid the mechanism of othering – seeing the world in categories us vs. them, where "them" are those who are different from me/us. Identifying and labeling "the other" tends to ascribe a fixed identity to them, where it may be difficult or impossible to contest the ascription (hence intercultural competence includes also issues of power and voice of interlocutors).

Intercultural communication includes some knowledge of the cultures, organisations and institutions, history and general way of living of different communities and nations and recognition that these aspects affect behavioral norms. To work with the target group of „No Gaps", an understanding of how culture can affect communication and language is crucial, as well as some understanding of the conventions that may govern behavior in certain specific intercultural environments, especially also as views on the role of women. This also requires awareness of your own and other people's beliefs and values, and a willingness to recognise when these may clash, together with sensitivity towards cultural stereotypes that may affect and interfere with intercultural communication.

Civic competences enable people to act responsibly in society and to interact with other individuals according to values like transparency, openness, social responsibility, and human dignity. In contrast to other (transversal) competences, they refer to democratic values which are not self-explanatory.

Migrant women, refugees and asylum seekers being one of the most vulnerable groups today regarding their inclusion in social life and into the labour market, another key of fostering their integration is development of civic competence which relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

Summary

The aim of this unit is to support learners reflecting on their own cultural background and on civic competences in their work with female participants with a migration or refugee background. Knowing and being able to apply both topics is an important part of counselling situations. It also aims to promote understanding of how people from different countries and cultures communicate and perceive the world around them. Learners need to learn about conditions and behaviours that can help them in intercultural communication, presenting obstacles in certain situations, together with the principles of civic competences. This will support working with young migrant women, asylum-seekers and refugees. Training activities belong to one pillar of their social integration, helping them acquire professional skills for the new labour market.

Counsellors learn about related concepts and practice different counselling situations that are particularly relevant to them when working with the No Gaps target group. This can help them to become familiar with intercultural communication and civic competences and to apply it in their counselling sessions in order to become more empathic and sensitive to the specific needs of the No Gaps target group.

To implement this, learners should carry out activities in which some of the different communication styles mentioned above are applied (e.g. discussing in groups how they can be applied in communicating with the participants in order to understand each other better; or using them during their own counselling sessions and then discussing the experiences with peers).

Civic competences are another essential field providing participants with useful knowledge about their civil rights and duties and to encourage them to be an active part of society.

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2.3.2) Learning contents and activities to achieve the suggested Learning Outcomes

UNIT TITLE Intercultural communication/civic competence in counselling women with migration/ refugee background				Workload: 8 hrs
OBJECTIVES: The aim of this unit is to equip professionals with necessary knowledge and skills to successfully deal with female clients having a migrant or refugee background in counselling services. In order to be able to provide them with useful counselling, it is required to understand the principles of intercultural communication, as well as possible ways to apply them. Social and civic competences are required in this context to provide clients with useful knowledge about their civic rights and duties and also, to encourage and empower them to actively take part in society.				
LEARNING OUTCOMES				
		Upon completion of this unit the learner will be able to:		
ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	AUTONOMY AND RESPONSIBILITY
• Intercultural-sensitive communication and civic empathy in conversations with young women having migrant or refugee background • Counselling services considering clients' civic participation	• Know and apply communication principles appropriately to target clientele from different culture in counselling sessions • Know and support necessary civic competence for a participation in society also by marginalised target audience	• Know principles and conditions of effective intercultural communication in counselling migrant/ refugee women • Identify cultural differences influencing communication in counselling, among them stereotypes and generalizations • Know about different communication styles and recognise common ones in intercultural counselling sessions • Define civic participation in various ways and find appropriate ones to be supported in the counselling situation with women having migrant/refugee background • List ideas and describe examples for initiatives on civic participation for	• Select terms, phrases and gestures in counselling demonstrating sensitivity towards the client's culture • Compare beliefs, values, and assumptions between one owns' and clients in communication situations when counselling • Apply intercultural communication traits in order to communicate effectively in counselling • Analyse aspects of civic participation for female migrants/ refugees in your society • Develop a concept for civic participation of the target group according to your individual	• Understand common cultural differences in counselling related communication and be in the position to overcome common intercultural communication obstacles in counselling situations to reach shared understanding • Demonstrate different communication styles by adapting language and communication behaviour according to intercultural environment while counselling • Implement counselling sessions independently with women having migrant/refugee background in written and oral

		these target groups	counselling work	communication
			• Transfer civic competences into counselling concepts related to the civic empowerment of your target groups	• Give advice on civil rights and obligations to migrant women with/without asylum status/permit of residence in your counselling services
				• Embed aspects of civic empowerment in counselling the target groups towards a higher civic participation
				• Implement concepts to support the target groups' civic engagement

EXTERNAL RESOURCES
See information below

2.3.2.1) Energizer

Content and Instruction Method

- **Ball Bearing**
- This ice-breaker aims to introduce the participants of the training unit, create a positive atmosphere and help participants to get acquainted in a informal way.
- Instructions: Half of the group forms an inner circle facing outwards, the other half forms the outer circle around the inner circle facing inwards. The inner circle stands, the outer circle moves around the inner circle in one direction like a ball bearing while they exchange views on questions like "What motivates me to participate in the training", "What am I particularly interested in today's workshop?", "What am I particularly looking forward to today?".

Timing (minutes)

- 10-15 minutes, depending on number of participants

Setting – Training Materials - Equipment

- Classroom
- Room to move
- Recommended number of participant: 5 to 15

2.3.2.2) Integral socio-labour intervention activities

Migrant women, refugees and asylum seekers need to be aware and recognize intercultural communication and civic competences in their own life realities. In a next step, they should be able to apply related skills and competences in order to achieve social integration and acquire professional skills for the new labour market.

Practice is essential to prepare counselling sessions effectively and to understand the concerns of participants from other cultures. Therefore the focus of the training is on experience-based learning. This will help learners to become aware of and reflect on their own attitudes in communication and behaviour as equal members of society.

This unit offers activities in which counsellors have the opportunity to put themselves in the situation of their clients in order to develop a better empathy in communicating with female migrants or refugees. It also aims to create understanding for their situation when they offer counselling services to people from other cultures.

Think about it

Content and Instruction details

The learning outcomes of this activity consist of challenging the learners to reflect their behaviour in critical situations, questioning it and finding new strategies to show civic competences.

Learners will imagine emergency situations where civiv courage is required. They will think about a behavioural strategy for each one, which will be shared with a partner, then with a second couple and finally with the plenary. Experiences will be treated confidentiality.

Print out the five cases of "emergency situations or show them on transparencies:

1. a young woman spinning across the street. She tries to sit down on the floor and finally lies in the street.

2. an elderly man in the underground starts to have a hard time breathe and put his hand on his chest.

3. a man on a bicycle collides with Car in the street. He loses control of his bicycle, but manages to get to the sidewalk before it falls off. The car stopped on.

4. Two guys playing around in the subway station, push each other and laugh. Suddenly. one of them on the tracks.

5. two obviously drunk men scream to each other. Suddenly one of the other one to them. The other one gets aggressive.

1. Thinking phase: The learners receive the case descriptions and think about what they can do in every situation would do.

2. After this phase they present their results to a partner/neighbour. They are asked to consider the processing time (e.g. 10 min).

3. "Grouping": The couples mix with another couple and share their results. First, Partner A presents Partner B takes the results and partner B takes notes; then vice versa. After these phases, couples should be able to present not only their own topic, but also that of their partner.

For follow-up, the group is invited to give feedback and discuss the activity, what the situation felt like for him/her and also, how it feels to share it with the group.

Timing:

60 min.

Recommended number of participant:

5 to 15

Setting – Material - Equipment:

Classroom

Pens

Paper

Flip Chart

Follow up suggestions

Participants should study resources on Human Development Program (UN Development Program) and training courses that focus on the rights of women (UN Women Training Centre) and also deepen their civic competences doing research on the internet on national legal regulations in respective countries, concerning human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups.

Cross-cultural exchange

Timing:

60 min.

Recommended number of participant:

5 to 15

Setting – Material - Equipment:

Classroom

Pens

Paper

Flip Chart

Content and Instruction details

The learning outcomes of this activity is to identify valuable components of culture.

1. Ask participants to spend a few minutes thinking about what is most important to people from their ethnic backgrounds.

2. Form small groups of four or five people and distribute moderation cards.

3. Ask the group to imagine the following scenario: The group has been invited to represent earth at an intergalactic gathering of young people from around the universe. Without much time to prepare, they need to identify objects and information which will represent the different peoples of Earth. Each person will need six objects to help explain their culture and what it values most. The goal is to accurately portray the diversity of cultures on Earth.

Some examples of items they may want to include are: Something that portrays cultural beliefs about nature. A symbol of religious or spiritual beliefs. Something that shows how their culture treats certain groups of people, children, women, the elderly or people with disabilities. The work of a great artist or musician which portrays something they value highly. A saying, a myth, song or story that has been passed down for generations and has great meaning in their culture. An item that symbolizes something people have struggled for throughout history. Photographs or a video about a particular place, anywhere in the world, that has special importance to their culture.

4. Ask each person to write on the cards the six items they would take. Share these with the group.

5. Allow about ten minutes for participants to work in groups. Then ask volunteers from each group to share one or two of the items they have chosen to take on the journey and explain their choices.

Debriefing (group discussion):

- What would it be like to explain to people from another galaxy about your people? (What has been important to them throughout their history on earth?)

- What are the most important objects to people of your cultural heritage?

- What did you learn about yourself and others in this exercise?

Follow up suggestions

Participants should watch the video <u>Wonder foundation.</u> How to run an empowering focus group for migrant women. https://www.youtube.com/watch?v=ACTyewZcnSQ, and reflect on it, trying to put it into context to the training activity..

No Gaps

Babble

Content and Instruction details

Timing:

60 min.

Recommended number of participant:

5 to 15

The learning outcomes of this activity is to enable participants to develop sensitivity to issues in intercultural communication and multilingual situation.

1. Divide participants into groups of three. Ask them to work in separate areas of the room and not to mix with other groups.

2. Explain that each group will create its own language.

3. Ask each group to make up four words in a make-believe language. The words are to include: a greeting, a noun, a verb, an adjective.

4. The members of the group should practice their new language until everyone is familiar with the four words they have invented.

5. Ask the three groups to line up in three parallel lines. Make new groups with the first person in each line, the second and third as well, and so on. Ask one person to act as the instructor and blindfold the other two people in the new groups. Instruct the members of each new group to take turns teaching the others their new languages, without using any words in English or other languages the participants normally use. They may not even say, "yes" or "no!"

6. Switch places so that each member of the new groups has a chance to be an instructor. Allow five minutes for each instructor.

7. Ask the groups to go through the exercise again, this time without blindfolds.

8. Ask participants to put their blindfolds back on, and then by shouting out the first word in their language (the greeting), find the other people in their original group.

9. End the exercise. Ask the participants to reassemble in the plenary for discussion.

Setting – Material - Equipment:

Participants: Classroom

Blindfolds for everyone

- Ask participants to share their feelings as teachers and as students. Were they frustrated with their inability to teach the language to others?

- What happened in the first round when students were blindfolded? What teaching aids were used? Raised voices? Repetition? Did this help or hinder the teaching process?

- Compare the second round to the first round. Was it easier? What teaching aids were used? - Draw comparisons to reality. In what ways is the game realistic? In what ways is it not realistic? What parallels do the blindfolds have to real life learning situations?

- What can we do to deal with the problems and frustrations that may arise? How can we prepare for a intercultural experience?

Follow up suggestions

Practical aspects of different communication styles can be recognised both in the group and individually, e.g. through the use of a diary, observing and reflecting own communication styles (possibly accustomed), attitudes and approaches, also watch others more assertivly.

Within the No Gaps project, young female migrants, asylum seekers or refugees who belong to one of the most vulnerable groups today shall be encouraged and supported to develop social and professional skills which will enable them to find their personal pathways for sustainable social and professional inclusion. Appropriate skills and competences for communicating and being a responsible part of society is one essential step in this process.

2.3.2.3) Tools for reflection, (self-) assessment

Reflection and (self-) assessment will help participants of the No Gaps project to reflect on the unit´s learning outcomes and summarise what knowledge, skills and competences, related to the topic, has been achieved during the training session. For professionals, it is an efficient tool to appraise participants´ learning progress and learning outcomes, also in the sense of on-going quality management.

Content and Instruction Reflection & Assessment	Specific details on the role of the professional	Setting – Material - Equipment	Timing (minutes)
Tool for reflection			
The flip chart sheets produced during the activities are kept on the wall. At the end of the unit, ask participants to walk up and look at them once more in order to facilitate reflection on what has changed in their perception and the reasons for it – what was new, what was already known, are there any questions remaining? Perhaps participants wish to make some changes on the sheets, adding new aspects or commenting on first findings. This also prepares participants for the final questionnaire.	Learners are given the opportunity to reflect on their own cultural conditions in their work and how people from different countries and cultures communicate and perceive the world around them. Professionals should foster self-reflection by highlighting the main outcomes, preparing the self-assessment as well.	• Group reflection/feedback round • Flipchart • Flipchart sheets	20-30 minutes
Tool for (self-) assessment			
Questionnaire / Sample 1. Were you aware of intercultural communication and its challenges before the unit?: a) Yes b) No 2. Why is it important to show civic competences in society? a) To know about civil rights	Professionals will recognise the learning outcomes if participants have gained awareness and skills regarding intercultural communication and civic competences in their personal environment and can express it	• Individual work • Questionnaire	15-20 minutes

on the labour market

b). to become an active part of society

3. How does intercultural communication impact your work?

a) to be able to adjust to participants from different cultures in counselling units

b) I can better express what participants are expected to do

4. Who can show civic competences in society?

a) Everyone living in our society

b) Only citizens of host countries

5. What is the reason for mindfully choosing terms, phrases and gestures in working with the target group?

a) To make sure participant will understand you

b) to show sensitivity with the culture of participants

6. Please give examples for country-specific differences in communication:

………………………………………….

………………………………………….

………………………………………….

7. Have you recognised any differences regarding the handling of civil rights in different countries? Please explain:

…………………………………………..

…………………………………………..

…………………………………………..

The questions within the assessment summary can be adapted to the level of participants´ knowledge and skills at the end of the unit.

2.4) THE GENDER DIMENSION

2.4.1) Theory behind "THE GENDER DIMENSION"

Abstract

Understanding and uplifting the role of migrant women and girls involves not only disaggregating data by sex, but also understanding how gender relations play into each aspect of the migration cycle[3]. When working on the topics of female migration and gender, it is critical that the practitioners can apply a social interpretation on gender norms and culture - how gender affects access to resources and what are the differences in power and equality in economic, social, and legal structures. Such knowledge is needed for migrant women themselves, as it acts as an empowering tool for reclaiming their human rights.

Main part

The term "gender" refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men[4]. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context-and time-specific, and changeable[5]. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader sociocultural context[6]. It intersects with other social issues, such as class or caste, migration status, nationality, ethnicity, age, disability, race, sexual orientation and gender identity. Taken together, a complex multilayered map emerges with its own dynamics of discrimination, exclusion or inclusion and power relations. Migrants are constantly entering and leaving those stratified societies, which explains why gender relations and issues are constantly changing and fluid concepts[7]. Women comprise slightly less than half of the international migrant population[8]. While women and men decide to migrate for similar reasons, gender-specific social and cultural norms also play decisive roles in the migration process and therefore affect the experience of migrant women and girls.

Summary

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[3] Allison J. Petrozziell, Gender On The Move - Working On The Migration-Development Nexus From A Gender Perspective (2013) - https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/12/genderonthemove_low2b%20pdf.pdf?la=en

4 Little, W. & Little, W. (2013). Introduction to Sociology. OpenStax College: Rice University Canada.

[5] Butler, J. (1990), Gender Trouble – Feminism and the Subversion of Identity. Routledge, New York http://lauragonzalez.com/TC/BUTLER_gender_trouble.pdf

[6] UN Women. (2001). Gender Mainstreaming: Strategy for Promoting Gender Inequality. United Nations Entity for Gender Equality and the Empowerment of Women.

7 Piper, N., ed., New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements (Oxon, Routledge, 2007), pp. 1–2

[8] International Migrant Stock (2019) - https://www.un.org/en/development/desa/population/migration/data/estimates2/estimates19.asp

Handbook for professionals

Migration can be empowering for women, allowing women to access employment and education, improve gender equality and norms, and strengthen agency — the ability to make independent decisions to achieve desired outcomes. Conversely, migration may also exacerbate vulnerabilities, including abuse and trafficking, particularly when migrant women and girls are low skilled or have irregular legal status. Understanding the intricacies of gender and migration can result in creating better programs and policies that enhance the benefits and decrease the costs for female migrants. For this understanding to come about, gender-specific actions and solutions are needed to reduce migrant womens´ and girls' poverty and insecurity and to promote their access to economic and sustainable growth, as well as to health, education, and justice. The contents in the current educational unit are a such attempt – to equip practitioners and migrant women with critical knowledge through practical activities so that they have the awareness and mechanisms to claim and protect their human rights.

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[1] Allison J. Petrozziell, Gender On The Move - Working On The Migration-Development Nexus From A Gender Perspective (2013) - https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/12/genderonthemove_low2b%20pdf.pdf?la=en

1 Little, W. & Little, W. (2013). Introduction to Sociology. OpenStax College: Rice University Canada.

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[1] UN Women. (2001). Gender Mainstreaming: Strategy for Promoting Gender Inequality. United Nations Entity for Gender Equality and the Empowerment of Women.

1 Piper, N., ed., New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements (Oxon, Routledge, 2007), pp. 1–2

[1] International Migrant Stock (2019) -

https://www.un.org/en/development/desa/population/migration/data/estimates2/estimates19.asp

Picture: https://pixabay.com/de/vectors/junge-kinder-zusammenarbeit-vater-2026064/

2.4.2) Learning contents and activities to achieve the suggested Learning Outcomes

UC TITLE: THE GENDER DIMENSION	**Workload:** The duration of the present module will be 25 hours in total. The learning methodology is inspired by non-formal education.

OBJECTIVES: Through the current Module, participants are expected to acquire/develop knowledge, skills and attitudes related to the terminology and to develop basis for further training modules on sexual violence and gender-based violence in a holistic way. Upon completion of the Module, participants are expected to demonstrate basic knowledge and understanding on:

- Basic terms (sex, gender, sexuality)
- Basic definitions of the patriarchy, feminism, masculinity, femininity, gender stereotypes
- Sexual violence and GBV, incl. honour related violence and domestic violence.

The situations in the different partner countries are very different. Therefore, the curriculum has been developed to allow for adaptations to the respective country situation or the specificities of the participants' group in the training events, enabling flexibility. This is done in two ways:

1) In order to achieve the above training objectives, the curriculum was divided into a selection of learning modules. For each module, Learning Outcomes were developed by the project partnership, which describe in great detail on which competences the participants should work on in the course of training.

2) Based on the expected Learning Outcomes, the project partnership developed a pool of learning activities for each module. In the selection of learning activities participatory strategies were privileged and the use of direct learning keeping introductory lectures to a minimum. Participatory methods are better suited to keep the sessions interactive and to involve participants' in the transfer of knowledge based on sharing professional experiences.

Trainers have the opportunity to choose from different learning activities for each module and to set different priorities for the implementation of the training as required.

LEARNING OUTCOMES				
			Upon completion of this unit the learner will be able to:	
ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Awareness of gender issues • Gender, Sex & sexuality • Patriarchy, feminism, masculinity, femininity, gender and sexual justice, violence, oppression and intersectionality.	These activities promote a better understanding of gender equality. The activities and exercises are arranged in a way that encourages participants to go through a process of thinking. Therefore, the idea is to impart knowledge and skills, starting from a basic level and moving on to more complex and thought provoking issues. Through the self-assess questionnaires we will evaluate on the participants understandings of sex and gender and to increase the comfort	Explain basic concepts about: • sex as a system of classification for biological characteristics identified at birth; • gender as the roles, characteristics and particularities socially constructed and expected to be performed by both men and women; • sexuality - emotional and social aspects	• Understanding and analysing the impact of specific socio-cultural context on the formation of perception of sex, gender and sexuality; • Understanding social construction of gender; • Understanding emotional and social aspects of sexuality; • Understanding the impact of	• Developing critical thinking around gender and sexuality; • Developing sensitiveness and raising awareness about GBV • Understanding VAW as form of discrimination and Human Rights violation; • Understanding GBV as a complex of social norms, institutional practices, and

	level of the participants with these issues.	Explain basic definition and providing examples. • Knowledge about stereotypes and expectations around gender relations; portrayal of women/girls and men/masculinity • Analyse different cases/examples from home and neighbouring countries	cultural, political, legal, philosophical, moral, ethical, and religious aspects of life on sexuality and vice versa. • Developing critical thinking about cultural myths • Developing abilities of debating stereotypes	cultural values; • Understanding VAW and GBV as a pervasive throughout the world;

EXTERNAL RESOURCES: links, videos, reports, etc.

2.4.2.1) Energizer

Content and Instruction Method

- **"Walk to know each other"**
- **Goals:** This activity is aimed at helping participants to get to know each other better avoiding the classic sitting presentation, and to promote interest among participants, attract their attention, increase participation as well as prepare groups for further group activities.
- **Description:** The trainer prepares the room atmosphere selecting and playing relaxing and cheerful music. The trainer then asks participants to stand up and walk within the space that is circled by seats.
- While participants are walking within the space, the trainer presents instructions to participants:
- "From time to time, I will stop the music".
- "When the music stops, you (participants) have to stop as well and form little groups of 3 with the people who are standing closest to you".
- "In little groups, you have to present yourself very briefly giving: your name (but not a surname) and your profession or something else about yourself: e.g. "I am Maria and I am a psychologist" or "I am Ruta and I am an adventurer".
- "When the music starts playing again you have to continue walking".
- "Every time when the music stops again you have to form groups of 3 with the people you haven't been in a group with before and present yourself"
- The trainer continues to play and stop the music 3-4 times, for approximately 5 minutes.
- Afterwards, while the music is still playing, the trainer tells participants to stop in front of another person when the music stops and tell the name and profession of another person: e.g. "You are Maria and you are a psychologist" or "You are Ruta and you are an adventurer". The trainer repeats this 3-4 times, for another 5 minutes.
- If participants already know each other, the trainer can think of different instructions to give to participants when the music stops: e.g. dream destination, favourite food, etc.
- At the end of the activity with the final stop of the music, the trainer asks participants to form groups of 5-6 people. Then the trainer tells participants that the same groups will have to work together during the following activities of this module.

Timing (minutes)

- **Type of activity:** Energizer
- **Duration:** 15-25 minutes

Setting – Training Materials - Equipment

- Space surrounded by chairs where participants can comfortably walk around
- Music player

2.4.2.2) Integral socio-labour intervention activities

In order to understand the theory behind "THE GENDER DIMENSION" migrant women, refugees and asylum seekers have to achieve knowledge about terminology and basic concepts, legislation on discrimination and human rights intercultural relations. That is why we must outline the relevant legal framework and the rights of migrants to identify and connect key conceptual and terminological characteristics and compare implementation of migrants' human rights in different environments. On the second level, we have to improve the conceptual and terminological context, evaluate the legal framework, critically illuminate the implementation of migrants' human rights and define of core concepts (culture / ethnicity, intercultural contact, intercultural conflict etc.).

The migrant women, refugees and asylum seekers need to recognize intercultural examples at the micro level of social life to Identify ethical dilemmas in the context of intercultural conflicts. Because identifying cultural differences is a key challenge of contemporary society. The activities should help in the process of recognizing the importance of combating xenophobia, intolerance, discrimination, stereotypes and (sexual) violence. To outline language barriers and the challenges of working with interpreters involved in legal procedures with migrants.

The activities described below will enhance their knowledge about the gender dimension topics.

These are:

1. „Gender-based differences and migrant worldview" - Participants will familiarise with sociocultural context and will create sensitiveness and abilities to resolve intercultural conflicts, appreciate other cultures and traditions and resolve conflicting issues deriving from intercultural encounters.
2. „Jump in *his* shoes" - This activity takes the form of a role-playing game that recreates a journalistic interview. This is an important activity that not only encourages creativity and develops the imagination of participants, but also promotes their social development.
3. „Perfect image of you" - Learning objectives: to evaluate the degree of overlap between perceptions of the ideal person and the male and female stereotypes.
4. „let's talk about you" - Learning objectives: to help migrant women, refugees and asylum seekers think critically about gender stereotypes and their effect on the society and to show the link between objectification of woman's body and Gender Based Violence (GBV).

No Gaps

Gender-based differences and migrant worldview

Timing:

120 min**.**

Setting – Material - Equipment:

Laptop computer [or a PC],

white board paper

Content and Instruction details

Goals: Participants will familiarise with sociocultural context and will create sensitiveness and abilities to resolve intercultural conflicts, appreciate other cultures and traditions and resolve conflicting issues deriving from intercultural encounters.

Description:

1.Watch The UN Human Rights Office series of animated videos to amplify the voices of migrants,
https://www.ohchr.org/EN/Issues/Migration/Pages/VideoStories.aspx

2.Read the text „About International Migrants' Day" - #StandUp4Migrants

https://www.ohchr.org/EN/Issues/Migration/Pages/VideoStories.aspx

1.Read "How to take actions and stand up for migrants" at the UN Human Rights Office social media channels: Facebook /unitednationshumanrights, YouTube/UNOHCHR, Twitter @UNhumanrights, and join to one or all of them

2.Watch video Cultural inclusion,
https://www.youtube.com/watch?v=_TbEeJQKf_o

Learning Outcomes:

•Understand sociocultural context and the universality of HR in gender dimension context

•Support the efforts to combat xenophobia, racism, GBV, etc.

•Defend intercultural differences

•Organise awareness raising events on HRs, gender stereotypes and SGBV

Source: The UN Human Rights Office series of animated videos to amplify the voices of migrants, the communities that welcome them and the conversations they have along the way,
https://www.ohchr.org/EN/Issues/Migration/Pages/VideoStories.aspx

Video Cultural inclusion, https://www.youtube.com/watch?v=_TbEeJQKf_o

Final: The facilitator places a white sheet of paper on the wall and challenges the group to make a summary. On the white sheet it says: "The ten words I will remember from this activity?". And then each of the participants says (or goes to the white sheet and writes himself) a word / term, a phrase that he will remember from the past exercise.

Jump in his shoes part 1

Content and Instruction details

Timing:

60 min.

Learning objectives: This activity takes the form of a role-playing game that recreates a journalistic interview. This is an important activity that not only encourages creativity and develops the imagination of participants, but also promotes their social development and socil roles. The aim is for migrant women, refugees and asylum seekers to be able to imagine themselves as various public figures, people from different professions, and people in need and people from different social roles . Through the roles, the participants will formulate current societal problems (discrimination, class/ethnic division, inequality, etc.) and possible solutions to the outlined issues so that they can draw conclusions about the ways society is organized nowadays.

Instructions:

● Ask participants to divide into small groups of two or three people. In each group there should be a consensus on the roles participants take - a journalist and a citizen(s).

● On pre-cut sheets of paper, write representatives from different social groups and bend them so that they do not see what is written. Each group must arbitrarily pull on a sheet that will determine their role in society.

Profession:

A person with physical disabilities

Retired

Unemployed

Hostess

Worker

Prisoner

Student

A person with a different skin colour

Homeless person

Teenager without parents

A person from a minority group

A person of different ethnic origins

• After the participants pick up their roles, take 10 minutes for reflection. At this time, anyone who is in the role of an interviewee should consider a situation according to his/her role in which his/her social rights have been violated, and so they have turned to the media to make the case public.

• If it's necessary, teachers/ facilitators, can refer them with questions about basic social rights through which the interviewee can receive protection or assistance; what or who may cause an offense. An example of an offense may be when a person with physical disabilities is denied access to a particular location due to lack of support (ramp, elevator, escalator, etc.). Another situation is when someone of a different ethnicity or skin color is denied work because of prejudices against their race / ethnicity.

Setting – Material - Equipment:

sheets, pens, whiteboard, markers, scissors, white board paper

Exacerbation the sensitivity of migrant women, refugees and asylum seekers to specific life situations. To improve the dialogue between them and to broaden their circle of interests and knowledge of societal inequalities. To build the foundations of tolerant behaviour in society and to encourage their active participation.

Emphasize the role of the institutions in building a peaceful and democratic society. To point out basic human rights and obligations.

Jump in his shoes part 2

Content and Instruction details

Timing:

60 min.

Setting – Material - Equipment:

sheets, pens, whiteboard, markers, scissors, white board paper

• On the other hand, participants who are "journalists" can write down the questions they will ask.

Although the questions depend entirely on the participant who acts as a journalist, he/she should consider

several key points during the interview (they can be written on the board).

They are:

• In what environment does the interviewee live / is located?

• How has the violation of rights occurred?

• What are the laws in force?

• What are the rights of the affected persons?

• Questions to the general public about possible solutions and participants when solving them.

• It can be said that the role of the "journalist" is also the most responsible role, because she/he needs to get as much information as possible on the problem so that "society" can have specific answers.

• Before the interview begins, it is important for the participants to determine the environment in which they are composed - it may be on the street, at the workplace, in the classroom, etc.

• Conduct the interview (25 minutes). During the interview, ask "journalists" to briefly record the respondents' answers so they can then communicate them to the others in the group who will play the role of "the public."

• Once the discussion time has passed, ask each group to tell about the interview. In this way, the problems of the different groups and professions will be outlined, as well as the relationship between the institutions and the citizens. Initiate a discussion. Ask each group how it felt when it was subject to public attention (in the person of the journalist). Encourage "society" to ask questions and analyse the situation.

Outcome

Exacerbation the sensitivity of migrant women, refugees and asylum seekers to specific life situations. To improve the dialogue between them and to broaden their circle of interests and knowledge of societal inequalities. Emphasize the role of the institutions in building a peaceful and democratic society. To point out basic human rights and obligations.

Final: The facilitator places a white sheet of paper on the wall and challenges the group to make a summary. On the white sheet it says: "The ten words I will remember from this activity?". And then each of the participants says (or goes to the white sheet and writes himself) a word / term, a phrase that he will remember from the past exercise.

Perfect image of you

Content and Instruction details

Timing:
45 min**.**

Setting – Material - Equipment:

paper and pen; pictures of "ideals" can be brought and show them after everyone finished

her/his own lists, white board paper

Learning objectives: to evaluate the degree of overlap between perceptions of the ideal person and the male and female gender based stereotypes

Instructions:

Migrant women, refugees and asylum seekers are each handed a piece of paper at the beginning of class. They are instructed not to look at what

is on the papers others have.

They are given one of the following tasks:

a. List the 5 most important characteristics that an ideal person should have.

b. List the 5 most important characteristics that an ideal woman should have.

c. List the 5 most important characteristics that an ideal man should have.

Compare and discuss lists. Migrant women, refugees and asylum seekers

 discuss and evaluate the degree of overlap between perceptions of the ideal person and the male and female stereotypes.

Discussion questions

• Why are perceptions and stereotypes overlapping?

• How does it effect on the society?

• What is the connection between the lists and the pictures of the stars/models?

Wrap up / debriefing

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

Final: The facilitator places a white sheet of paper on the wall and challenges the group to make a summary. On the white sheet it says: "The ten words I will remember from this activity?". And then each of the participants says (or goes to the white sheet and writes himself) a word / term, a phrase that he will remember from the past exercise.

Let's talk about you

Content and Instruction details

Timing:
45 min**.**

Setting – Material - Equipment:

Computer, laptop, white board paper

Learning objectives: to help migrant women, refugees and asylum seekers think critically about gender stereotypes and their effect on the society and to show the link between objectification of woman's body and Gender Based Violence (GBV).

Material: Defending Our Lives

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

https://www.youtube.com/watch?v=pKqF0wcGhIE&list=PLq6XlAsJxAOSmEsg8x-i1M_g5x2qOSJWj

Discussion questions

a. What is the connection between the objectification of human body and GBV?

b. Are there different rules and expectations for boys or girls in the society?

c. Where all the stereotypes come from?

d. Who has the responsibility to do something against it?

e. What can we do against stereotypes?

Wrap up / debriefing

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

Final: The facilitator places a white sheet of paper on the wall and challenges the group to make a summary. On the white sheet it says: "The ten words I will remember from this activity?". And then each of the participants says (or goes to the white sheet and writes himself) a word / term, a phrase that he will remember from the past exercise.

No Gaps

Follow up suggestions

Gender-based stereotypes are deeply ingrained in the individual's mind through upbringing and personal example from an early age. That is why the work on their understanding and assessment of their unreliability in personal terms for each of the participants is also a time-consuming process. That is why it is necessary for the trainer to make constant summaries of the presented visual materials and training activities. He can offer participants to repeat the "role-playing games" when they are out of the learning environment with their friends and other relatives. In order to be able to understand and even change gender-based stereotypes, it is important that the family and relatives of each of the participants show understanding and support. And why not, in turn, establish new relationships that deny gender-based stereotypes.

## 2.4.2.3) Tools for reflection, (self-) assessment

Content and Instruction Reflection & Assessment	Specific details on the role of the professional	Setting – Material - Equipment	Timing (minutes)
Tool for reflection			
A "Wall of Knowledge" is made of white sheets with words, phrases, terms that participants themselves have written after each activity. The sheets are glued together on a wall. A review of what has been learned is made. In this way, the main concepts are recalled, and a transition is made to completing the final survey.	The facilitator sticks the white sheets to the wall. He/she leads the negotiation. He/she repeats terms and clarifies them again.	• white board • paper	15 minutes
Tool for (self-) assessment			
1. What is the first step towards gender-based equality inclusion: A) understanding different cultures B) division of good and "not good" cultures 2. Can you choose your social role in society or society gives it to you? A) Yes B) No 3. What profession would you choose to get an excellent role in society and why? …………………………………….. ……………………………………… ……………………………………… 4. List the 5 most important characteristics an ideal person should have:	The facilitator can support the participants in completing the questionnaires by reminding them of key points from the training, such as topics from discussions or questions from shared videos.	• printed surveys	15 minutes

………………………………………… ………………………………………. ………………………………………			
5. Are there different rules and expectations for boys and girls in society? A) Yes B) No 6. Is there a connection between the objectification of human body and GBV? A) Yes B) No 7. Gender-based stereotypes determine my role in society and expectations of me? A) Yes B) No			

2.5) ENTREPRENEURAL SKILLS
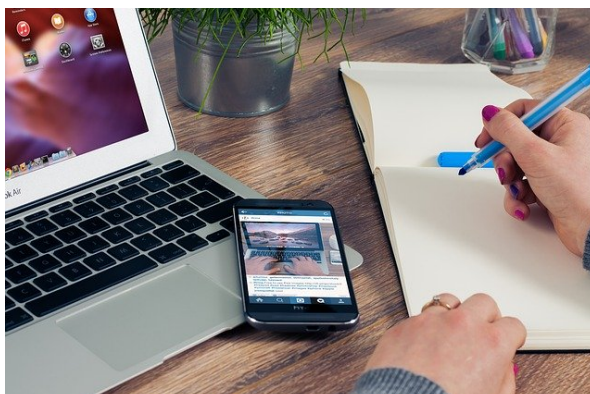
2.5.1) Theory behind "ENTREPRENEURAL SKILLS"

Abstract

Entrepreneurship is one of the keys for the promotion of social and labour market inclusion of young migrant women, refugee and asylum-seeking. Through the development of entrepreneurial skills, personal and professional autonomy and employability will be promoted.

Main part

Entrepreneurship is defined as a dynamic process of vision, change and creation; the pursuit of opportunities without regards to resources currently controlled; a field of business seeks to understand how opportunities create something new; or a mind-set or way of thinking that is opportunity focused, innovative and growth-oriented (Dollinger, 2008). Women may encounter obstacles to entrepreneurship, which may be due to problems in accessing to economic resources, family issues, public policies or lack of networks (Briseño et al, 2016). This situation may be affected by other factors such as the migration process, political asylum procedures or low age or inexperience in the labour market.

It is important to mention that entrepreneurs with varied work experience have higher entrepreneurial skills (Stuetzer & cols., 2013). In this sense, developing knowledge about "Conflict Resolution", "Assertive Communication Style", "the Importance of Teamwork", "How to Create a Plan" or different "Negotiation Techniques for Problem Solving", are positive tools to help migrant women, refugees and asylum seekers developing the entrepreneurial self-employment and business creation skills. By doing so, they will promote their social and labour inclusion.

Cooperative learning is one of the professional competencies needed to stimulate the capacities and skills necessary to achieve professional success for their students in the future (Cifuentes Férez, & Meseguer, 2015).

In this section, you will find 3 different activities that can be applied with this target group, considering important element during the training: for the development of these activities, the trained group must be organized in heterogeneous groups (between 6 and 8 people), encouraging the cooperative learning (Johnson & Holubec, 1999). These activities will allow professionals dealing with migrant women, refugees and asylum seekers to transfer different skills to favour the entrepreneurial skills, self-employment and business creation; considering the individual differences. It is also recommended to apply previously the different energizer and Ice Breakers proposed in the present section.

Therefore, it is important to develop specific activities aimed at improving women's entrepreneurship, young women migrants, refugees or asylum seekers, as discussed below.

Summary

Entrepreneurship encompasses different competences and skills that should be considered during training activities. Among them, communication, teamwork or conflict resolution techniques are one of the key aspects.

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Picture: https://pixabay.com/photos/office-notes-notepad-entrepreneur-620817/

2.5.2) Learning contents and activities to achieve the suggested Learning Outcomes

ENTREPRENEURAL SKILLS				25 hours
OBJECTIVES: Provide professionals with methodologies and tools so that they can help migrant women, refugees and asylum seekers to develop the entrepreneurial self-employment and business creation skills. By doing so, they will promote their social and labour inclusion.				
LEARNING OUTCOMES				
			Upon completion of this unit the learner will be able to:	
ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Group sessions with professional working with young migrant women, refugees or asylum seekers.	Developing entrepreneurial mindset and entrepreneurial skills of young migrant women, refugees or asylum seekers Proposing the beneficiaries, a business plan considering the learning objectives developed in the unit. Creating a social project through the different tools, skills and knowledge acquired during the unit. Guiding young migrant women in the application of tools and methodologies in problem solving and planning strategies.	• To define a problem • To relate different problems • To name the different assertive communication techniques presented • To describe the five steps of the "Problem Solving circle" • To define "entrepreneurship" • To list the different entrepreneurship dimensions • To recognise bad and good team work behaviour • To list different steps on an activity plan • To select resources	• To identify and analyses a problem situation • To identify causes and effects of a problem • To apply the SWAT methodology and Critical Incidents Analysis Technique to themselves • To apply the "assertive communication style" to solve a problem • To analyse the urgent/importance of an activity • To draw up a Logical Framework Matrix • To prepare a team meeting • To use concepts related to "entrepreneurship" • To transfer knowledge to migrant women, refugees and asylum seekers	• To collaborate with others • To decide on alternatives • To contribute with ideas/solutions to a problem • To manage aggressive conflict situations • To be responsible for own decisions. • To negotiate with others through different negotiation techniques • To take the initiative to create a plan • To decide on solutions • To ensure effective methodological approaches to promote social and labour inclusion of women migrant, refugees and asylum seekers through entrepreneurial skills
EXTERNAL RESOURCES • IT equipment: computers, software, projector • Office and materials • Internet				

2.5.2.1) Energizer

Content and Instruction Method

- The following dynamic aims to get to know participants of the training workshop and to generate a possitive climate. To carry out this dynamic, at least 5 people will participate. No more than 20 people may participate in this activity.
- Instructions: All participants sit in a circle. The trainer says out loud his or her name and the person on the left has to say the name heard previously, and then his or her name. Then the person on the left has to do the same action, saying out loud all the names they have heard in order, ending with their own name. The last person will have to mention all the names, including his or her own. Next, the participants will have to share some hobby, in the centre of the circle, making some movement with their body. Then, the person on the left will have to go to the centre of the circle to imitate the gesture, mentioning the hobby, and then mentioning his/her own hobby, making a different gesture. In the same way as in the previous round, the last person must imitate all the gestures, saying all the hobbies out loud.

Timing (minutes)

- 15 - 30 min

Setting – Training Materials - Equipment

- Classroom
- 5 - 20 chairs

2.5.2.2) Integral socio-labour intervention activities

In order to develop the entrepreneurial skills of migrant women, refugees and asylum seekers, it is important to consider transversal competences that allow personal and professional development at different levels. In this way, autonomy and teamwork are key aspects to consider when carrying out socio-labour activities with this target group.

In order to favour interpersonal communication and teamwork, all the activities developed below will follow a common methodological approach: cooperative learning in heterogeneous groups. In this way, it is expected that people will collaborate to achieve a common goal, complement each other and learn from the skills, knowledge and competences of the rest of the team. Likewise, through this methodology we intend to favour teamwork, a fundamental aspect of entrepreneurship.

Three different, but totally complementary activities are described below:

1. Entrepreneurial Skills & Problem Solving: through this activity, specific conflict resolution techniques will be offered for the personal and professional levels.

2. Assertive Communication: during this activity the different styles of communication will be presented, as well as concrete techniques of assertive communication.

3. Create your own Project, create your own Business: through this activity the urgent/important matrix, the SWOT analysis and the logical framework to create a project, will be presented.

All these activities include theoretical and practical contents, to facilitate the acquisition of knowledge among the people attending, as well as teamwork as a fundamental tool for carrying out the exercises.

No Gaps

ENTREPRENEURAL SKILLS & PROBLEM SOLVING

Content and Instruction details

Timing:

120 min.

Setting – Material - Equipment:

Computer & Projector

Powerpoint Presentation

Whiteboard & whiteboards markets

White paper

Pens and pencils

Audio-visual Materials

Classroom

2O tables and chairs

During this activity, contents related to **"Conflicts", "Conflict Resolution", "personal resources"** or **"external resources"** will be presented, in order to favour the competences of the participants for "Problem Solving" and "Conflict Resolution" in interpersonal and labour conflict situations.

Firstly, heterogeneous cooperative groups of 6 to 8 people will be formed. Each group will be given a sheet of paper to define the concepts *"Entrepreneurship", "Conflict" and "Conflict Resolution",* and will have to give examples in the personal and work fields. Afterward, there will be a debate and the different criteria proposed will be shared. The importance of "personal resources" and "external resources" will be discussed.

Then, the theory of the **"Problem Solving circle"** will be explained, which contemplates the following steps in a sequential way:

1.Define the problem: it is important to identify and define the problem, considering the existing data and the information available. Through a careful analysis of the information, the participant will be able to identify the problem or the needs for problem-solving.

2. Brainstorm solutions: the second step is to research the problem as fully as possible and to explore possible problem-solving strategies.

3. Pick a solution: goal setting is the third step, and crucial to reaching the objective strategy.

4. Implement the solution: the next step consists in deciding the option considered as the best of all options available.

5. Review the result: after reaching the solution, the last step is to evaluate the result to determine if it is the best solution for the problem.

1. Define the problem	3. Pick a solution	5. Review the result

2. Brainstorm solutions	4. Implement the solution
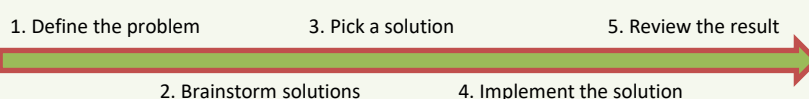
The trainer will present an example of a "Conflict situation" and will show how to solve this problem based on the "step-by-sted" Problem Solving Circle.

Later, a complementary video with 14 Effective Conflict Resolution Techniques will be presented *(see following page).[1]*

With this information, a **practical exercise will be given to the different groups**: the participant will have 30 minutes to solve the problem created by the trainer, applying the 5 steps of the *"Problem Solving Circle"* explained above. Participants will be asked to use some of the techniques shown in the *"Effective Conflict Resolution Techniques"* video. Also, they will have to write down their different "personal" and "external" resources, that can be used to find out a solution.

Finally, each group will present their "Conflict" and their decided solution/s to put into practice. The rest of the groups will participate to evaluate alternative solutions, with the mediation of the trainer.

[1] 14 Effective Conflict Resolution Techniques video: *https://www.youtube.com/watch?v=v4sby5j4dTY*

ASSERTIVE COMMUNICATION STYLE

Content and Instruction details

Timing:
120 min.

Setting – Material - Equipment:
Computer & Projector

Powerpoint Presentation

Whiteboard & whiteboards markets

White paper

Pens and pencils

Audio-visual Materials

Classroom

2O tables and chairs

During this activity, contents related to "communication styles" and "assertive communication techniques" to develop entrepreneurial skills will be presented.

First of all, heterogeneous cooperative groups of 6 to 8 people will be established. The differences between "verbal communiction", "non-verbal communication". Then, "assertive, aggressive and passive communication styles" will be discussed.

Then, a role play will be carried out. One participant will have to communicate with another in an assertive way to solve a conflict. This conflict will be adapted to the needs and profiles of the groups. To facilitate cooperation between groups, the rest of the audience will be able to help the "communicator participant", if there is any difficulty to solve the conflict, during the role play activity.

After this dynamic, the trainer will present different assertive communication techniques:

-*I Message: transmitting a message by making us responsible for its content.*

-*Fog bank: minimize the negative impact when transmitting an unpleasant message.*

-*Positive reinforcement: transmitting a pleasant message.*

-*Scratchy disk: repeat a message so that the message is internalized.*

-*Active listening: listening to the other person, letting them know they are being heard.*

-*Empathy.*

-*Validation.*

Once these contents have been transferred, the previous dynamic will be performed again (role play), but now the participants will have to apply the different assertive communication techniques transferred. Again, the audience will be able to help the "communicator participant". Finally, all groups will find out the differences between the first and the second role-play.

Finally, all participants will be asked to carry out a "Reinforcement chain": each participant will have to make a positive comment about the person on their right. There will be a joint reflection on the importance of reinforcement and how useful it is as an entrepreneurial skill.

No Gaps

CREATE YOUR OWN PROJECT, CREATE YOU OWN BUSSINESS

Content and Instruction details

Timing:

360 min.

Setting – Material - Equipment:

Computer & Projector

Powerpoint Presentation

Whiteboard & whiteboards markets

White paper

Pens and pencils

Audio-visual Materials

Classroom

2O tables and chairs

During this activity, participants will be introduced to the importance of entrepreneurship through the development of their own personal brand, the creation of their own business or their own life project: this project can be both personal and social. For this, the importance of establishing realistic objectives and goals, as well as activities that favour their achievement, will be worked during the activity.

First of all, heterogeneous cooperative groups of 6 to 8 people will be established. The different participants will be asked to write down individually their goals and aspirations, which they can share with the rest of the group.

Afterwards, the "urgent/important" matrix will be presented to the participants in order to differentiate those objectives that must be achieved first, from those that can be postponed. Different practical cases will be presented to the groups: these cases will imply a series of actions to be carried out within the personal or work areas, and they will have to order the actions based on their priority by urgency-importance.

Urgent

Important   Not Important

Not - Urgent
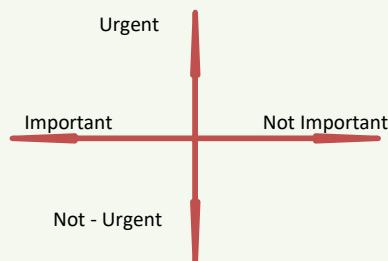
Then, **Critical Incidents Analysis Technique**, as well as the **SWOT methodology** will be presented to the participants so they can identify their personal strengths, weaknesses, opportunities and threats.

The Logical Framework Matrix will be presented to the participants: this matrix provides a set of designing tools that, when used creatively, can be used for planning, designing, implementing and evaluating projects. The Logical Framework Matrix provide a logical and structured approach to setting priorities and determining the results and activities of a project.

Finally, the trainer will do the following practical exercise. The groups will be asked to make their own project / bussiness (*personal or professional*), based on the Logical Framework Matrix, as well as the SWOT Analysis and the Urgent and Important Matrix, to define the priority of the activities. Each group will present its own project to the rest of the participants, so that they can jointly evaluate, correct or improve.

Follow up suggestions

To facilitate the follow-up of the proposed activities and to ensure the proper transfer of knowledge, the following recommendations are proposed:

Conduct practical exercises between sessions. It is recommended that the trainer prepare individual practical exercises for the participants to do at home, once the session is over. These exercises would be corrected by the trainer later, offering feedback to the participant in a telematic way.

Carrying out individual exercises on-line, after finishing the activities. It is recommended that the trainer send practical exercises to the e-mail of the participants, so that they can continue practicing via on-line. This way is favorable, since it allows a constant follow-up at a distance.

If the participants do not have access to Internet or on-line resources, it is recommended to define subsequent individual tutorials to carry out the same exercises in a face-to-face manner.

Evaluation of the impact. Maintaining contact and knowing the impact of the activities carried out is fundamental to evaluate their usefulness with the target group. It is recommended to make a follow-up every three months, to evaluate to what extent the women migrants, refugees or asylum seekers, have seen their entrepreneurial skills improved.

2.5.2.3) Tools for reflection, (self-) assessment

Content and Instruction Reflection & Assessment	Specific details on the role of the professional	Setting – Material - Equipment	Timing (minutes)
Tool for reflection			
Conflicts are part of life. So it is important to have resources to deal with them. Here is a conflict case that you will have to solve, applying the Problem-Solving Circle. Remember to carry out the exercise step by step, in collaboration with your partners.	It is recommended that the professional prepares a practical exercise that is adapted to the profile and needs of the participants. It is recommended that the exercise has several possible solutions, to facilitate brainstorming among the participants. Remember that the steps to apply the "Problem Solving Circle" are the following: • Define the problem • Brainstorm solutions • Pick a solution • Implement the solution • Review the result	• Sheet of paper with a conflict situation created by the professional • Sheet of paper with the steps of the "Problem Solving Circle"	45
Tool for (self-) assessment			
The urgent-important matrix is a useful tool to organize our work time, to prioritize tasks or to postpone tasks that do not require immediate action. Now, you will see different boxes in which you will have to include the tasks that appear in the following list, selecting them according to their urgency and importance. (The professional will create a list of tasks that he/she considers appropriate, according to	In order to help the learners to fill out the Urgent-Important Matrix, the trainers could find this questions useful: 1. Urgent - Important. Here you will have to include the tasks that are critical, that require immediate action and are important. 2. Not Urgent - Important. Here you will have to include those	• Sheet of paper with a list of tasks created by the professional • Sheet of paper with the Urgent –	20

the profile and needs of the women participants).	tasks that are important but can be delayed in time. 3. Urgent - Not important. Here you will have to include those tasks that need to be done in the short term but have less significant impact. 4. Not urgent - Not important. Here you will have to include tasks that can be delegated or removed from the list, if necessary.	Important matrix boxes •	