HEAL

Multidisciplinary employability training materials

as a part of HEAL Recovery and Integration programme

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Introduction

Human trafficking is a global problem with adverse effects on its victims, families, and countries. Most of these victims are lured into leaving their homes and countries to chase their dreams and improve their lives, only falling to exploitation for sex and slave labour. Trafficking in human beings is one of the many facets of violence against women and girls, is rooted in gender inequalities affecting women disproportionately. The forced exploitation has many consequences on the women's health and psychological well-being and the reintegration of survivors is a long process.

For many trafficked persons, economic opportunities—whether a job or some form of income generation like a micro-business—are their primary focus, from immediately after exiting a trafficking situation on through the longer-term healing process. A key feature of supporting survivors of trafficking in attaining long-term success is access to a reasonable and sustainable living standard, with opportunities for economic empowerment.

Economic empowerment refers to the economic strengthening of survivors, equipping them with the skills, resources, and confidence to financially support themselves and their families in the short- and long-term. In the short term, economic empowerment is about skills, which support the readiness of women victims of trafficking to enter the job market and retain positions. General skills that increase their "employability" are "soft skills" (e.g. teamwork, communication, motivation, problem solving, decision making); "life skills" (e.g. budgeting, opening a bank account, setting up a regular savings plan/schedule, paying taxes); and interpersonal skills and personal development (e.g. human rights, gender relationships, health and personal safety, domestic violence). In the longer term, economic empow-

erment is about contributing to the economic wellbeing of the communities of women victims of trafficking.

Trafficked persons must also develop skills and capacities to orient themselves and function in the labour market, choosing from the available options and taking the steps to achieve them. Economic independence and well-being impact personal identity, self-esteem, and social recognition. Moreover, economic options contribute to social inte-gration, including social contact, social context, time structure, and social identity, all of which affect people's health and mental health status.

Therefore, it is fundamental to develop comprehensive pro-grammes targeted at survivors of trafficking that include an eco-nomic empowerment component, either through training on employ-ability, soft and life skills, vocational training and job placement, busi-ness training, or start-up support.

Multi-disciplinary employability training material

Multi-disciplinary employability training material is a part of the **HEAL Recovery and Integration Programme** designed to trigger a comprehensive integration process of third-country-national women victims of trafficking and consists of 1) a Toolkit for the psychological support sessions and 2) the present Multi-disciplinary employability training materials.

HEAL Recovery and Integration program is developed in the framework of the AMIF-funded project **HEAL - enHancing rEcovery and integrAtion through networking, empLoyment training and psychological support for women victims of trafficking** (2019-2021). The general objective of HEAL is to facilitate the integration of third-country national women victims of trafficking. These women were brought to European countries for sexual exploitation purposes. To meet its objective, the project develops a comprehensive healing process based on competence-building, psychological support to women, and enhanced cooperation between key actors.

The present Training material is designed to guide experts and stakeholders, namely support service providers, to support third-country-national women victims of trafficking with knowledge and skills in employability and entrepreneurship. This training material is aimed to transfer entrepreneurial and employment-related skills to TCN women VoT to prepare them for the local labour market. Multi-disciplinary employability training sessions shall increase women's self-reliance and employment and entrepreneurship-related skills, supporting their integration in the host societies, encouraging their economic independence hence reducing the risk of re-trafficking.

The training material is developed to be used by service providers working with women survivors/ potential victims of trafficking (the main target group of the HEAL project) - as mentioned, trafficking in human beings is a highly gendered phenomenon which disproportionately affects women and girls. However, the Toolkit methodology may be adapted and used to work with male survivors of trafficking.

In this Toolkit and the entire HEAL Recovery and Integration programme we interchangeably use the terms "victim" and "survivor". The programme is targeted both to potential victims of trafficking and survivors (who have already escaped from trafficking networks) from third countries, i.e., countries not belonging to the European Union and the European Free Trade Association states. The programme emphasizes active, resourceful, creative empowerment of vulnerable women who are victims or at risk of becoming victims of trafficking.

The content

The training material is composed of 2 units: *employability and entrepreneurship*, plus a t*ransversal component of work-related sectorial language training*, and contains guidelines, methods and activities for implementing the training for women survivors of trafficking on employability and entrepreneurship. A concise *Road Map to a Comprehensive delivery of the Multi-Disciplinary Training* is also included to provide thorough guidance and support in delivering the training sessions.

The learning process is based on participatory methodologies, such as dialogue and group work: it is a training process enabling participants to discover learning contents themselves in an active process.

Structure of the training materials

Unit 1	Session	Title	Topic
Unit 1 General employability[1]	1	Development of Soft Skills	Self-awareness
			Communication skills
			Teamwork and leadership
			Negotiation
			Work etiquette
	2	Development of technical skills	Numeracy and analytical skills
			Digital skills (Office and Social media)
	3	Career development	The identification of the professional path
			Creating a CV /profile for employment
			What employers expect
			Professional Communication and interviews
	4	General knowledge	Rights and Duties in the labour market
			Legislative system (pension scheme, taxes, bureaucracy)
Unit 2 Entrepreneurship training[1]	1	Entrepreneurial Education and Culture	Introduction to entrepreneurship
			Entrepreneurial competencies
			Social enterprises
	2	Starting a business	Business Plan
			SWOT Analysis
	3	Financial education	Funding opportunities
			Financial management
	4	Success stories and action plan	Good practices and success stories
			Action plan

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1 *Work-related sectorial language training*: focus on sectoral employment-related and entrepreneurship-related vocabulary embedded in each session

Road Map to a Comprehensive delivery of the Multi-Disciplinary

Training The Multi-disciplinary Employability Training materials are part of a wider **HEAL Recovery and Integration Programme**. The first part is the psychological support sessions "Fanzines and coping with trauma" and second part the present Multi-disciplinary employability training.

The support service providers who implement HEAL programme should start with the psychological support sessions and then continue with the multi-disciplinary training for the same group of women. Please, consult Toolkit "Fanzines and coping with trauma" to implement HEAL artistic group ethnopsy sessions.

Recruitment and skills screening: If multi-disciplinary training is implemented following HEAL artistic group ethnopsy sessions and the same group of participants is involved, it is recommended to implement **preliminary skills screening** during the individual screening interviews with the participants before the beginning of psychological sessions. If new participants join the group, the recruitment should start with a preliminary skills screening aimed at understanding women's level of knowledge in the local language, work experience in their origin countries and existing skills, as well as their motivation via informal conversations. The skills screening should be done following the skill profile template provided in *Annex 1.*

Composition:
The training material is composed of *2 units: employability and entrepreneurship.* The employability unit is dedicated to general employability aspects and skills that women survivors of trafficking have to be aware of to succeed in the labour market. The entrepreneurship unit is dedicated to a more specific

entrepreneurship training designed to support third-country national women with knowledge and skills in entrepreneurship to generate business ideas, plan and create small businesses. Each unit comprises a number of sessions that provide theoretical knowledge, practical activities, and a list of specialised work-related terms.

If training participants are only interested in entrepreneurship, the facilitator can focus on Unit 2. Based on the participants' needs for entrepreneurial knowledge, facilitators can select particular topics and facilitate tailor-made training for particular learning needs, for example, only developing a business plan. A suggestion for a training path is included in the material. However, a different combination of sessions can also be selected according to specific needs that always have to be prioritised.Language learning: The activities for language learning are provided in *Annex 2*. The list of keywords that can be used for teaching language during each session are listed at the bottom of each session. The facilitator can choose the most appropriate activity to be used for language learning.

Duration:

Each session is developed for **4 hours of training**, but it can be adapted depending on the participants' and facilitator's needs. The pace of learning can be flexible. The training can be spread out over several weeks or months so that participants can learn at their convenience and relate the contents to their reality. In fact, it is necessary to keep attention and motivation really high. This is possible only if the structure and duration of the training are adapted to the target group's needs.

Activities:

It is recommended to start each training session with an ice-breaking activity and/or reflection on the previous session learning activities. Also, debriefing after each session shall be implemented at the end of each session. The main theoretical information included in each session can be used to debrief the activities.

Supporting materials:

Facilitators are encouraged to prepare visual materials for the representation of information (e.g., PowerPoint slides, flipcharts, etc.)

Evaluation:

It is recommended that partic-ipants complete the evaluation questionnaires before and after the training to assess the acquired knowledge, skills and achieve-ments. Templates for evaluation are provided in *Annex 1.*

Unit 1

General employability

This first unit is dedicated to general employability aspects and skills that women survivors of trafficking have to be aware of to succeed in the labour market.

This first unit is divided into 4 sessions:
1. **Development of Soft Skills**
2. **Development of technical skills**
3. **Career development**
4. **General knowledge**

After the end of this unit, the participants will:

- be aware of the main soft skills they have and should work on for successful inclusion into the labour market;
- increase self-awareness regarding the preferred career path;
- learn key skills to meet an employer's or an industry's specific needs;
- be equipped with analytical and digital skills needed for job search and self-representation;
- be informed about rights and duties in employment;
- be able to handle challenging situations with patience and positivity, keeping self-control and staying professional.

Session 1

Development of Soft skills

Objective

This session will help participants to learn about soft skills and their importance in job search, as well as increase their self-awareness, strengthen communication, teamwork, and negotiation skills.

Ice-breaking activity

HUMAN BILLBOARD

Objectives:
This activity will provide space for participants to get to know each other.

Materials:
Flipchart and pens

Description:
Each participant receives a flipchart on which she will have to write some words, symbols and drawings representing her. These flipcharts will then be "worn", and the participants will walk around the room explaining to other participants the meaning of what they have written/drawn.

The activity can be adapted to be implemented online where each participant one by one should explain the meanings of their drawings, symbols and/or words to all other participants.

Debriefing:
At the end of the activity the facilitator might ask participants what interesting they have learnt about each other.

References:
SUCCESS – Guide for the Handbook and Handbook, SUCCESS project, available at: *https://cesie.org/en/resources/success-handbook/*

Introduction to the training

Introduction to multidisciplinary employability training: a part of the **HEAL Recovery and Integration Programme** designed to trigger a comprehensive integration process of third-country-national women victims of trafficking and consists of:

1) Toolkit for the psychological support sessions and
2) Multidisciplinary employability training materials.

General objective:
The training aims to increase women's self-reliance and employment and entrepreneurship-related skills, supporting their integration in the labour market and host societies.

How will we learn?
Participatory, multidirectional and organic training

What are our learning channels?
1. The brain: cognitive learning
2. The heart: emotional learning
3. Our past: experiential learning

Duration
8 sessions of approximately 4 hours each

Setting the rules

Objectives:
This activity will help participants to establish commonly accepted principles of dealing with each other during the training.

Materials:
Flip chart paper and markers

Debriefing:
Post the page somewhere visible to the whole group. You may want to write them out more clearly later. Keeping ground rules posted is important to remind the group of the principles to which they have committed.

Description:
Explain to the group the importance of setting ground rules and mention that ground rules are best when kept simple, basic and few in number. Ask participants to think about a group of people that is working together. Then facilitate a brief discussion. Ask for potential ground rules and write three to ten suggestions on a flip chart. Make sure all participants understand each rule and do not have any issues with any of them. Ask for questions, concerns, or if someone needs clarification about the terms.

SOFT SKILLS

Soft Skills are personal characteristics important in any work, personal and social context. Soft skills help us put all our other skills to good use. They are not technical and are universally applicable.

Which ones are Soft Skills?

- **Self-awareness:** the awareness of one's own worth, one's abilities and one's ideas beyond others' opinion.

- **Communication:** Communication skills are important in almost every job. You will likely need to communicate with people on the job and speak clearly and politely with people in person, by phone, and in writing. You will also likely need to be a good listener. Employers want employees who can not only communicate their own ideas, but who also listen empathetically to others.

- **Teamwork:** the willingness to work and collaborate with others, to be able to build positive relationships aimed at achieving the assigned task.

- **Leadership:** it is the innate ability to lead, motivate, and lead others towards ambitious goals and objectives, to create consensus and trust.

- **Critical Thinking:** you need to be able to understand problems, think critically, and devise solutions. Skills related to critical thinking include creativity, flexibility, and curiosity.

- **Responsibility:** is a seldom talked-about but highly valued soft skill. People who fail to take responsibility for their work will be less productive and less successful overall.

- **Decisiveness:** is characterized by the ability to make quick and effective decisions.

- **Time management:** People who manage their time well can efficiently prioritize tasks and organize their diaries while adopting an attitude that allows them to take on new tasks and deadlines.

- **Flexibility:** is an important soft skill, since it demonstrates an ability and willingness to embrace new tasks and new challenges calmly and without fuss.

- **Autonomy:** the ability to carry out assigned tasks without the need for constant supervision by resorting to one's own resources.

- **Stress resistance:** the ability to react positively to work pressure while maintaining control, staying focused on priorities and not transferring any tensions to others.

People with strong soft skills are in high demand for many different types of jobs. Soft skills are the interpersonal attributes you need to succeed in the workplace.

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: *https://www.arise-network.eu/*

Activity

PERSONAL MANIFESTO

Objectives:
This activity will help participants to pin out their values and beliefs, the specific ideas and priorities they stand for, and they will get a clear idea and written representation of where they are at the moment and where they would like to be and most importantly why.

Debriefing:
A Personal Manifesto can be a powerful tool and it can evoke self-awareness and a call for action.

References:
SUCCESS – Guide for the Handbook and Handbook, SUCCESS project, available at: *https://cesie.org/en/resources/success-handbook/*

Materials:
Pens and paper

Description:
Ask participants to write down their own Personal Manifesto. To get started, guide them to ask themselves the following questions:
- What are your strongest beliefs?
- What makes you passionate and what inspires you?
- Which relationships do you consider to be important?
- How do you want to define yourself? (E.g. I am strong and courageous).
- What words do you want to live by?

Activity

INVENTORY OF STRENGTHS

Objectives:
This activity will help participants to discover their top strengths, to learn what they are good at, and how they can use their strengths and their skills in everyday life and job search.

Materials:
A copy of VIA Classification of Strengths (*Annex 3*)

Description:
The VIA Inventory of Strengths (VIA-IS) is a self-report survey suitable for adults aged 18 or above, that comprehensively assesses the 24-character strengths. Distribute a copy of VIA Classification of Strengths to the participants asking to identify 5 strengths, which are the most suitable for them. Ask participants to reflect on how they can use the identified strengths in career planning or job finding.

Debriefing:
After all participants complete the inventory, the facilitator explains that strengths show what they are good at, and that they can use them to improve their personal and professional life, etc. Moreover, character strengths can help to identify jobs that may be suitable for them.

References:
SUCCESS – Guide for the Handbook and Handbook, SUCCESS project, available at: *https://cesie.org/en/resources/success-handbook/*

SELF-AWARENESS

Self-awareness allows us to understand ourselves and others, since we have a clear perception of our strengths, areas that need improvement, beliefs, values, thoughts, emotions and motivations. Thus, if we are in touch with these, we can interpret and regulate thoughts and emotions. Therefore, we can better understand our behaviours and why we choose or decide to do something.

Self-awareness helps in job search. As we become more aware, we know the skills we possess and we are in a better position to know which job can satisfy our professional development needs. Moreover, during an interview, self-awareness helps us present our strengths and areas of improvement so others can have a clear picture of what we can offer to an organization.

Why Self-Awareness matters:

- It allows us to understand ourselves and other people, read, interpret, and regulate our own emotions and thoughts.

- It helps identify our strengths, areas that need improvement, our values and our purpose,

- It encourages us to take action & achieve our goals, thus, positive outlook for the future

- It stimulates better psychological health

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: *https://www.arise-network.eu/*

Activity

BACK TO BACK

Objectives:
This activity will help participants to identify their own communication skills to evaluate and improve communication.

Materials:
Set of drawings/ pictures, colourful pens, paper

Description:
The participants are divided into pairs and positioned "back to back". One is given a drawing that she will have to describe to her partner, who will have to try to reproduce it (or draw it) without asking any questions. If the exercise is appreciated, a second round will be held, with reversed roles, but this time allowing the designer the opportunity to ask questions. Alternatively, instead of standing back to back, one participant can be blind-folded and the other participant could be standing at a distance and describe the drawing to the partner.

Debriefing:
The facilitator asks the participants if it was easy/difficult to convey the message to the sender, if it was easy/difficult to receive the message and retrieve the details, if it was easy/difficult to put the message into drawing. The facilitator explains why communication as a whole, verbal and non-verbal equally, matters in personal and job environments.

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: https://www.arise-network.eu/

COMMUNICATION SKILLS

Being able to communicate effectively is one of the most important life skills to learn. Communication is defined as transferring information to produce greater understanding. It can be done vocally (through verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, and maps) or non-verbally (body language, gestures, the pitch of voice, and tone). All of these means of communication are essential skills, vital for a successful career.

We also keep in mind that the way we communicate depends in part on our cultural and social background. In fact, communication can also take place in a NON-VERBAL way, that is through:

- Distance (near / far)
- Body orientation
- Posture
- Physical contact
- Facial expression
- Look
- The tone, appearance, context, etc.

We must also try to change how we communicate depending on the person we are addressing.

Communication does not occur only when we want to transmit information; it is in fact a reciprocal exercise, which can only take place when there is another person who is able to receive the information. In short, you need a person to LISTEN to you.

True communication occurs when people listen to understand. This process is actually complicated, in fact it is necessary to make an effort to understand the ideas that the interlocutor wants to express, their attitudes and their point of view.

How?

- Stopping speaking;
- Putting the speaker at ease;
- Showing interest;
- Eliminating possible sources of distraction;
- By being patient;
- By being polite.

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: *https://www.arise-network.eu/*

DRAWING A HOUSE

Objectives:
This activity will help participants to practice being creative together and become skilled at bending and adapting to others' direction, emphasis or influence.

Materials:
Pens and paper

Description:
This is an activity in which teams draw a picture of a house — two lines at a time — without speaking to each other. Each participant will be drawing two lines at a time and pass the paper and pen/marker to the next person. The next person again will be drawing two lines and passing the materials to the next participant. Until the house is complete, the same procedure will be repeated. The material can go around repeatedly until everyone agrees that the drawing is finished. Participants are not able to talk to each other while planning or drawing.

Debriefing:
The facilitator can pose to participants the following questions:

- To what degree did you lead or follow? Why?
- How much did you go with the flow, or how much did you resist?
- What did you find most frustrating about this procedure?
- How did you deal with your frustration?
- What do you wish your partner(s) had or had not done?
- Did any planning happen before the first line was drawn? If yes, what planning occurred? If no, how did you get along to complete the task?
- What association does this have for us in the work environment?

References:
SUCCESS – Guide for the Handbook and Handbook, SUCCESS project, available at: *https://cesie.org/en/resources/success-handbook/*

TEAMWORK AND LEADERSHIP

Teamwork is the process of working collaboratively with a group of people in order to achieve a common goal.

A team can be defined as a group of individuals united in pursuit of a common mission or goal, often sacrificing personal agendas for the sake of team accomplishment. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals. It is often a crucial part of any work environment, as it is necessary for colleagues to work well together, trying their best in any circumstance.

The best teams are those composed of individuals who are keen opportunity seekers, indefatigable problem-solvers, and incorrigible optimists. Such teams develop high team dynamics and a strong track record, while enhancing their own professional development. Effective leadership is needed to accomplish these laudable goals.

Leadership is the act of influencing people in order to ensure that they perform the group's goals with enthusiasm.

Effective leaders have 3 complementary skills:

- TECHNICAL: relating to the technical knowledge of the job.

- HUMAN: the ability to work effectively to "build" the team.

- CONCEPTUAL: the ability to plan and predict long-term strategic plans.

As well as:

- Open-mindedness: being open to new ideas, suggestions, etc.

- Personal motivation: not being lazy, not delegating tasks that you can do, always demonstrating your involvement and lead by example!

- Responsibility: being considered trustworthy by other people, both from a professional and a human point of view.

Conflicts can arise in any group because different people have different points of view. People can see different needs and priorities depending on their specific job orientation. The emergence of conflicts is normal; in fact, these should not be avoided but, on the contrary, we should take advantage to solve existing problems constructively.

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: *https://www.arise-network.eu/*

WHAT DO I BRING TO A DESERT ISLAND

Objectives:
This activity will help participants to increase their teamwork and negotiation skills leading to better undertsanding of each other and avoiding conflict.

Materials:
Printed list of objects

Description:
You have to prepare a list of objects appropriate to your target group before the session. In a first round, the participants, individually, will have to very quickly choose 5 objects from the list that they would take with them to a desert island: 3 objects must be "useful", 2 instead "useless". In a second round, participants are organized in groups: each group must find a common agreement on which 5 objects (3 useful, 2 useless) to bring to the island. In a final round, each group will choose 2 negotiators. Together with other group's negotiators, they will have to agree on which 5 objects the whole class can bring to the desert island.

Debriefing:
After the implementation of the activity, the facilitator can ask participants to share their feelings and thoughts of the exercise with the rest of the groups and to share their opinion with all the others about what changed their minds, and if the final negotiation selection of items was enough to survive on the island.

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: *https://www.arise-network.eu/*

NEGOTIATION

The purpose of negotiation is to resolve situations where what you want conflicts with what someone else wants. The reason for negotiating is to achieve a better result than without negotiation.

The purpose of a "win-win" negotiation is to find a solution that is acceptable to both sides, so that both of them feel that they have gained something as a result of the negotiation concluded.

Good negotiators are not born... they become one! Experience is important, but one must also strive to be confident.

REMEMBER: Having a good intuition is no substitute for good preparation before the negotiation!

Which soft skills are important?

• Communication skills (persuasion)

• Self-knowledge (what are my strengths and weaknesses?)

• The perception of others: inter subjectivity

• Self-control

How to negotiate?

1) Preparation:

• What exactly is the object of the negotiation?

• Clearly set your goals

• Find out if there are any common benefits between you and your counterpart

• Set your limits: How much are you willing to give up and concede to reach an agreement?

• Try to understand what goal your interlocutor is pursuing.

2) Building contacts: If possible, find allies, people who share your goals.

3) Exchange of information: you will show openness and others will trust you more easily. Asking open questions (what is the best way to...? How to solve this problem?) instead of closed questions (requiring "Yes"/"No" answers) provides greater openness towards perspectives and solutions.

4) Make concessions: You will prove that you are a reasonable person.

5) End the negotiation: summarize the situation, clarify well which agreements have been made and try to have written proof of the commitments made by both parties.

Mistakes to avoid:

- Making premature concessions: when you "give in" too soon and/or too easily.

- Being overconfident.

- Creating pressure - it is better to postpone the meeting than to force a compromise that is difficult to achieve.

- Rejecting the proposals of the other parties without trying to understand them.

References:
The ARISE toolkit: a handbook providing guidance and methods, ARISE - Appetite for Enterprise project, available at: *https://www.arise-network.eu/*

Activity

WORK ETIQUETTE

Objectives:
This activity will help participants to identify the elements of work etiquette and to observe that they differ culturally. These differences are not value judgments, but it is essential to know and use the social rules that govern the specific context of an activity.

Materials:
A box, 10 small pieces of paper each with a situation written on them:
- You're running late for work.
- Your child got sick during the night.
- Somebody important visits the office.
- You want to jog to your workplace in the morning.
- You need to get off work earlier, there is socializing after work and you're very hungry, etc.

Description:
5 volunteer participants will be asked to pick from the box one

piece of paper. From the assigned situation, each of them will then develop a scene, choose her co-actors and present it in front of the group. The goal is to find the best course of action minimizing conflict and misunderstanding and building trust and a sense of reliability. If the participants are not comfortable acting out a scene, they can just use the situations as subjects and brainstorm together the best course/courses of action.

Debriefing:
Observe how customary politeness, showing kindness, relation to time and punctuality differ from one culture to another. They are not better or worse, but it is important to keep in mind that rules may be different when interacting in a different environment. Therefore, never assume, better ask and try to learn.

References:
PATRIR. Unpublished materials.

WORK ETIQUETTE

Work etiquette is key to maintaining a pleasant and effective work environment. Workplaces can be very different, but some basic rules universally apply in one given cultural setting. They usually encompass implicit rules of social conduct concerning a workplace, from greeting, body-posture, verbal communication, dressing style, relationship with colleagues to ways of expressing opinions and managing conflict. The following are ten of the most widely applicable work etiquette requirements:

• Arrive on time

• Dress appropriately for work

• Speak kindly to others

• Avoid gossip and eavesdropping

• Show interest in others (maintain eye contact, listen, don't interrupt)

• Pay attention to your body language

• Introduce yourself and others (using first and last names)

• Remain professional on work-related social occasions

• Mind your language

• Consume food and drink correctly

• The perception of others: inter subjectivity

• Self-control

These politeness and professionalism rules are necessary because they are part of good communication and foster a safe and comfortable work environment. What exactly is the object of the negotiation?

References:
The 10 Basics of Business Etiquette, available at:
https://smallbusiness.chron.com/10-basics-business-etiquette-2925.html
and 15 Work Etiquette Rules That Will Make You Look More Professional, available at:
https://www.lifehack.org/articles/work/15-work-etiquette-rules-that-will-make-you-look-more-professional.html

Language learning: soft skills

KEYWORDS
Soft skills
Self-awareness
Communication
Listening
Teamwork
Leadership
Negotiation
Critical thinking
Time management
Autonomy
Work etiquette
Dress code
Gossip
Eavesdropping

Session 2

Development of Technical skills

Objective

This session will help participants to expand their numeracy, analytical skills and learn about various digital skills and their importance in job search and the workplace.

MY SPECIAL SOFT SKILLS

Objectives:
This activity will help participants to reflect on soft skills they possess and share the experiences that helped them to reach or enhance the skills.

Materials:
Paper and pens

Description:
Each participant receives pen and paper and is asked to remember the previous session "Development of soft skills" and to write down three soft skills with which they can most identify with giving them self-confidence for their application. Participants are asked to share those skills and an experience where they have applied them.

Debriefing:
This should also serve as an exercise/experience in a safe environment to identify personal strengths, and communicate them in a structured and convincing way. The participants are encouraged to present the experiences using STAR method: a structured manner of responding to a behavioural-based question by discussing the specific **situation, task, action,** and **result** of the situation.

References:
PATRIR. Unpublished materials.

TECHNICAL SKILLS

Basic technical skills (such as basic mathematical, analytical skills or the ability to work with digital tools) are fundamental in the job market as almost every job depends on some type of tools, programmes and processes. Such "required" skills are necessary for a successful job performance and are usually assumed by employers.

Technical skills can be learned, practiced and improved.

To provide a basic qualification, the training session will focus on:

- **Numeracy and analytical skills:** Basic numeracy skills refer to the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication.

  Analytical skills refer to the ability to collect and analyse information, solve problems and make decisions. Most types of work require

analytical skills. Employees who possess these skills can help solve the company's problems and improve their overall productivity and success. You use these skills to solve problems that may not have obvious solutions or that have several variables.

- **Digital skills:** These skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities in general.

References:
Indeed Care Guide: Technical Skills - Definitions and Examples, available at:
https://www.indeed.com/career-advice/resumes-cover-letters/technical-skills

NUMERACY AND ANALYTICAL SKILLS

Objectives:
This activity is divided into two parts. **Part A. Numeracy Skills** will help participants to learn/improve basic math (addition, subtraction, division and multiplication) and **Part B. Analytical Skills** will provide a theoretical input, introduction and overview to analytical thinking by using an interactive approach.

Part A. Numeracy Skills

Materials:
Teaching material (***Annex 4***)*, pens, paper, private phone/calculator (if possible)
*The teaching material explains basic arithmetic steps incl. several examples to each step, different levels of difficulty as well as their solutions. For higher level participants it is recommended to develop other examples.

Description:
All participants receive the teaching material. The facilitator asks the participants about their knowledge of basic mathematical skills (addition, subtraction, division and multiplication) to ensure that everybody in the group can follow the explanation. If the participants require higher level arithmetic, the trainer can decide to teach percentages, fractions or other mathematical information that they consider useful for the group. By using the teaching material, the facilitator explains the basic arithmetic steps of addition, subtraction, division and multiplication to the participants. In the teaching material they can find step-by-step instructions for each operation. The participants get about 20 min to practice what they have been taught and can improve their skills. Examples for each mathematical operation from beginner to a more advanced level are prepared in the teaching material. The

facilitator will be available or any questions during the practice time. After this time the solutions are compared and the participants' clarifications can follow.

Debriefing:
The facilitator asks the participants if they had any difficulties or sense of achievement during the session. The participants reflect on what was difficult/easy for them and if there are still any questions, if they need more material.

Part B. Analytical Skills

Materials:
Teaching material (*Annex 4*)*, PowerPoint**, pens, paper, flip chart, poster pen.
*Teaching material includes theoretical input and an overview of analytical skills.
**PowerPoint should be prepared by the facilitator to include the teaching material's points to make it visible throughout the session.

Description:
The next part "analytical skills" starts with a Sudoku task. The participants are encouraged to solve a Sudoku task with the help of the facilitator, colleagues or independently. The solution can be found in the teaching material. This task shall serve as a transition from the numerical part to the analytical part.

After the exercise, the facilitator starts with a short theoretical input of five analytical thinking types, which the participants can find in detail in their teaching material. The facilitator emphasizes that analytical skills matter in personal and job environments and that these skills can be learned and improved in different ways if necessary and desired. Besides, all participants will be encouraged by the facilitator to choose and write down 3 (or more) analytical skills they identify themselves with and present them in the group. This process should strengthen their abilities and increase their self-confidence.

The next part will focus on the question "How to solve a complex problem?". Using

a 4-step method, the participantsare introduced to the topic. The interactive participation consists of giving the participants time to work on their own complex problems and discuss it if necessary. At the end, the facilitator encourages the participants that with this process they will most likely find a solution to many (complex) problems and thus help themselves and the company they may be working for.

Debriefing:
The facilitator asks the participants if it was easy/ difficult to choose specific skills for themselves, if they feel strengthened/weakened by using the 4-steps-method of problem-solving and if they still need further information.

Reference:
What Are Analytical Skills? Definition & Examples of Analytical Skills, available at: *https://www.thebalancecareers.com/analytical-skills-list-2063729* and Lane Robert (2020): Logic & Analytical thinking: Solve complex problems, become smarter and detect fallacies by Improving your rational thinking, your reasoning skills and your brain power.

Activity

DIGITAL SKILLS

Objectives:
This activity will focus on basic information about Microsoft Office (Word, Outlook), tools for online research and tutorials (Google, YouTube), online dictionaries, translation tools (Dict.cc, Google Translate, Deeply Translator) and safety on social media. After this session, participants will know the basics of using Microsoft Word, be able to create and use a personal email address, know about online research, translation and further tutorial tools, and learn about "how to stay safe with their profiles on social media".

Materials:
Teaching material (*Annex 4*), flip chart, pens, paper, computer/laptop, if possible private Smartphone

*Teaching material includes: Short explanation of tasks and tools and provides internet links where skills and knowledge can be improved.

Description:
For this part of the session each participant should have an access to a computer/laptop and has to refer to the teaching materials (*Annex 4*). The facilitator will give a short overview of the digital training session while making the main subjects visible by writing the following on a flip chart:
- Microsoft Office
- Online research and tutorials
- Online dictionary and translate tools
- How to stay safe on social media

The facilitator will show the basic tasks slowly and clearly making sure that every participant can follow their own laptop instructions.

> Referring to Microsoft Word, the facilitator will explain formal and content requirements and how to start, open, save and print a document.

> Referring to Microsoft Outlook, participants will create an email account and will be taught how to write, send and check for received emails.

> Referring to online research and tutorial tools the participants will receive an explanation on how to do constructive research on Google and how they can use YouTube to improve their technical skills.

> Referring to online dictionary and translation tools, the facilitator will give basic information about different tools which can be found on the internet.

> Referring to "How to stay safe on social media" the participants receive an overview of social media systems and how they can safely use social media.

Debriefing:
The facilitator asks the participants if they have any questions referring to these topics, if they feel confident with what they have been taught, if they need more information, if there are any questions.

References:
Microsoft Office Help and Training, available at: *https://support.microsoft.com/en-us/office* and Information Technology Service - 10 Tips to Stay Safe on Social Media, available at: *https://carleton.ca/its/2016/social-media-safety/*

Language learning: technical skills

KEYWORDS	
Addition	Times
Subtraction	Divided by
Multiplication	Let's solve the problem
Division	We search on the internet
Plus	Word application
Minus	Open/Save/Print the file

Session 3

Career development

Objective

This session will accompany participants as they define their professional objective and will help them to identify the actions, challenges and resources they need to achieve it, while also improving their employability options through specific activities like creating a CV or preparing for job interviews.

Ice-breaking activity

THREE PROFESSIONS

Objectives:
This activity will introduce to the participants some of the professions that are going to be worked during the session.

Materials:
None

Description:
The facilitator asks the participants to think of three professions. Without saying their choice each participant describes one of the three options selected, and the rest of the group try to guess it.

Debriefing:
The facilitator asks the participants to think of three professions. Without saying their choice each participant describes one of the three options selected, and the rest of the group try to guess it.

References:
Fundació Surt. Unpublished materials

IDENTIFYING THE PROFESSIONAL PATH WE WANT

Guiding people in their professional development is a permanent, transversal task that begins with the guidance and harbouring process's first steps. It continues even after the participant has found a job or job opening. This is particularly true in the case of third-country-national survivors of trafficking.

When we talk about "identifying a professional path", we are referring to a reflection process that combines a series of questions participants will need to answer:
- What do I want?
- What does the job market want from me?
- What do I know?
- What do I need?
- What can I compromise?

This makes it easier to establish a professional objective and define the steps needed to achieve it. Special attention should be paid to the time and resources needed. We call this process of identifying objectives and steps a professional project.

To establish professional objectives that match participants' needs, interests and skills, identifying and developing those skills is fundamental. As a result, the activities described in this session are based on an important first step: identifying and developing skills (see sessions 1 and 2). This is essential before participants move on to more complex tasks in the employment search, like preparing a CV or getting ready for job interviews.

All activities proposed for this session must be adapted to fit participants' needs and their circumstances and goals. Their needs may vary depending on a range of factors like their individual recovery process, time spent in shelters, age, personal resources and circumstances or social network.

References:
Libes (2020) – "A World I Can Trust", a report on the needs of third-country national survivors of trafficking moving from shelter life to independence, available at: *www.libes.org*

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Ice-breaking activity

BALANCE OF SKILLS

Objectives:
This activity will help participants to establish a professional objective by identifying their professional interests. This is an introductory activity that allows participants identify their professional interests and tie them to a specific job. That way, they can start to define professional objectives based on their interests.

Materials:
Pen, printouts on professional interests (see *Annex 5*)

Description:
Give each participant a printout listing professional interests without including the job examples. Ask them to individually select the 3 lines they most identify with. Once they have done so, ask participants to select the verbs or adjectives in each professional area that best reflect their interests. Once this first part of the activity is completed, each participant will have identified three lines of professional interest. Once they have done so, hand out the list

have done so, hand out the list of professional interests once again; this time, include job examples. Ask participants to select the 3 jobs that stand out most to them from each of the lines of professional interest they selected. Finally, ask participants to organize these 3 jobs by order of preference (from first to last). Have them reflect out loud on the requirements of each and the resources needed to access them.

Debriefing:
During the session, help guide participants' reflections. Provide guidance on the requirements that might make it easier or more difficult for them to access employment. Remember: depending on their circum-stances, some participants may express professional objectives that do not involve immediate employment. This might include things like orientation or training. If so, adapt the guidance provided to meet their desires and needs.

References:
Fundació Surt. Unpublished materials

PROFESSIONAL PROJECT

Objective:
This activity will help participants to define a professional objective and plan how to pursue it (creating a professional project).

Materials:
Pen and paper

Description:
Taking into account the results of the previous session, reflect with participants:

- WHAT JOB WOULD YOU LIKE TO DO?
- WHAT ALTERNATIVES (other possible objectives) HAVE YOU CONSIDERED?

Once these questions have been answered, help guide participants to determine their professional objectives (unless they already did so in the previous activity). Next, take a closer look at the skills the job market is looking for in each example chosen. In doing so, it might help to take a look at the national websites that provide a skills profile for different professions. After looking at these skills profiles, help participants identify their skills and match the chosen jobs. Some questions that might be helpful are:

- IN RELATIONSHIP TO THE JOB YOU CHOSE, WHAT SKILLS (strengths) DO YOU THINK YOU HAVE? WHAT DO YOU NEED TO IMPROVE (weaknesses)?
- WHAT DO YOU HAVE TO OFFER?
- ARE THERE ANY LIMITATIONS YOU CAN'T OR AREN'T WILLING TO CHANGE?

Finally, help participants establish short-, medium- and long-term goals to achieve their professional objectives. Establishing a monitoring and evaluation period can also help to see how these goals are coming along. All of the information from this activity can be placed in a table (see **Annex 6**). Participants need to understand that finding a job is a long process that requires constant analysis and adaptation.

Debriefing:
During the session, we recommend that the facilitator introduce whatever elements they feel are necessary to make the chosen professional profile feasible. This will help to avoid frustration and to adapt each choice to participants' short-term and long-term needs. These may or may not differ from long-term steps and objectives. This process may take longer than expected. In some cases, you may want to work on it individually. We suggest adapting both the format and the duration of the activity to meet participants' needs.

References:
Barcelona Activa. Job profiles search engine, available at *https://treball.barcelonactiva. cat/porta22/en/mercat/ cercador_ocupacions/ index.jsp* and "Balance of Skills", unpublished training materials by Fundació Surt.

CREATING A CV/ PROFILE FOR EMPLOYMENT

A curriculum vitae (CV) is an important tool when looking for a job. It lets candidates introduce themselves and display their abilities and knowledge in a simple visual format. Since employers usually receive large numbers of CVs, participants need the tools to promote themselves and catch employers' attention.

In general, CVs are made up of the following basic parts:

- **Personal information:** full name, date and place of birth, address, telephone number and identity card/other identity and residence permit documents. In blind CVs, any personal information that might lead to discrimination based on gender, race or age (name, date of birth, photograph...) is excluded.

- **Formal and non-formal training:** includes information on where and when education or training took place (duration, titles, courses, seminars...).

- **Experience:** start date and end date of any professional activities. Specify your profession, position, employer and responsibilities.

- **Other information of interest** such as hobbies, strengths or skills that can be considered as added values (any general abilities that could be useful on the job). This may include things like drivers' licences.

There are several different types of CV. We have listed a few below:

- **Chronological CV:** organizes information from oldest to most recent. This is a clear and simple way to present a candidate's history.

- **Reverse chronological CV:** the opposite of the CV mentioned above. Here, we put more recent jobs first and older jobs last. This can be useful if you are applying for a position related to your last job.

- Functional CV: organizes activities or roles into separate sections by theme. This makes the person's information easier to read, but requires more experience in preparing CVs.

- Skills-based CV: lets you emphasize the skills acquired throughout your professional career.

- Although the other types of CV also include skills, in Europe one of the most commonly used models is the Europass.

Some tips for a good CV are:

- **Be short and to-the-point.** Try to fit all your information into 1-3 pages. Leave out any irrelevant information. If you have a university degree, there is no need to note that you completed secondary school.

- **Avoid** using the first person singular (I, me).

- **Adapt your CV** to fit the position or company you are applying to.

- **Organize information** using a clear visual format so it is simple and easy to read. Pay attention to things like margins, headings and spacing, as well as font size and forms of emphasis (bold, underline, etc.).

- **Avoid private information** or information related to possible failures or firings.

References:
Fundació Surt. Unpublished materials

PUT TOGETHER A SKILLS-BASED CV – EUROPASS MODEL

Objectives:
This activity will support participants to put all previously gathered information on participants' skills into curriculum vitae.

Materials:
Projector, computers, pen and paper

Description:
Start the session by describing the Europass CV format and the key sections it should include: personal information, experience (paid and unpaid), education and training, skills, language fluency and certifications. Next, provide participants with information for an imaginary professional profile and have them work together to prepare a CV. Once completed, encourage reflection on elements that could have been improved or presented differently. Finally, ask each participant to make their own CV. We suggest doing this exercise on a computer and saving the results once the session is over. That way, participants can complete the task later on. If participants do not have access to digital tools, the facilitator can print out a CV template and provide it to the participants for offline compilation. However, in this case, another session will have to focus on how to present this information in a digital format.

Debriefing:
Participants do not need to complete their CVs during the session. However, we suggest offering guidance and a final revision before participants use their CV to apply for a job. Preparing a skills-based CV can hurt participants' self-esteem if they have not first been given the appropriate guidance in the process of identifying, transferring and developing skills. They may be frustrated if they feel they do not have the skills or abilities needed to find a job.

References:
European Union - Create your Europass CV, available at: *https://europa.eu/europass/en/create-europass-cv* and Forward - A competence-based approach to improve the social Inclusion of migrant women - Toolbox for professionals, available at: *http://forwardproject.eu/products/ p. 133.*

PROFESSIONAL COMMUNICATION (ONLINE AND OFFLINE) AND INTERVIEWS

Once a possible employer expresses interest in a candidate's profile, communication skills are needed to present and defend a CV in a job interview.

Job interviews are the part of the selection process where possible employers take an in-depth look at candidates' profiles to determine whether they match the available position.

Usually, interviews consist of three phases:

- **Introduction.** The moment when the two sides introduce themselves. In this phase, participants should display determination and self-confidence. They should also listen attentively and show interest in what the potential employer has to say.

- **Development.** The potential employer looks at the candidate's skills and abilities to see whether they match the available position.

Preparing a presentation and memorizing key elements of their CV can help participants feel more confident, and help them give a satisfactory interview.

- **Closing.** This is a key opportunity to ask for any information that may interest the candidate. Candidates should prepare a list of questions on the position beforehand (schedule, type of workday, salary, etc.).

Job interviews can be held both individually or in groups. They include a range of formats: open questions, closed questions, practical simulations, etc.

Some advice for job interviews:

- Beforehand, do research on the potential employer and the place where the interview is held.

- Memorize your CV and bring the necessary

documents with you in case the employer would like to formalize your contract immediately (social security number, photocopy of your ID, bank account number...).

- Dress appropriately; take into account any dress code the potential employer may have (whenever possible, and as long as the candidate is willing).

- Be sure to remember the date and time of the interview and prepare for any logistical issues that may be involved (travel time, transport, family responsibilities, others...).

References:
Fundació Surt. Unpublished materials

Activity

INTERVIEWS

Objectives:
This activity will support participants to prepare for face-to-face individual interviews.

Materials:
Projector, computers, pen and paper (optional)

Description:
Start the activity by explaining what a job interview is, the different types, and by providing general advice that may be of interest to any candidate. Ask participants if they think there are any other important elements to consider. Next, provide examples of possible questions applicants may have to answer; suggest appropriate responses. With all this information in mind, ask participants to choose a partner and prepare a job interview for a fictional position. Give participants 10-15 minutes to consider things like transportation, the potential employer or the dress code.

Then, role-play a simulated job interview. One participant in each pair will play the interviewer; the other will play the interviewee and answer the questions they are asked. Meanwhile, the rest of the group should observe the interview and offer suggestions for improvement. All participants should get a chance to play the interviewee. To encourage debate, you may want to record the session and re-watch it with the group as a whole (as long as the participants are willing to do so and express their consent).

Debriefing:
Provide a list of questions with different levels of difficulty and possible answers. Also, offer examples of difficult questions that should not be asked, but that participants may need to face. Applicants should be able to detect these questions and deal with them; in fact, they might even want to reflect on whether such questions should make them reconsider

applying for the job. For example: Do you have kids? Do they usually get sick? Are you married? Have you ever taken a sick leave? Do you plan to get pregnant? Possible answer: I am sorry, I do not think that this question has anything to do with the job offer and I am not comfortable answering it.

Trainers must inform partic-ipants that these situations do happen. Let them know the rights they have and how to respond politely and firmly.

References:
European Union - Combating discrimination in the workplace, available at: *https://ec.europa.eu/social/main.p?catId=1437&langId=en*

European Union - 5 tips for acing your interview, available at: *https://ec.europa.eu/eures/public/news-articles/-/asset_publisher/L2ZVYxNxK11W/content/5-tips-for-acing-your-interview*

The Muse Editor - Your Ultimate Guide to Answering the Most Common Interview Questions, available at: *https://www.themuse.com/advice/interview-questions-and-answers*

Language learning: career development

KEYWORDS
Professional interest
Professional objective
Professional project
Skills profile
Curriculum vitae
Blind CV
Formal training
Non-formal training
Interview
Experience

Session 4

General knowledge

Objective

This session will help participants to learn about Rights and Duties in the labour market, will provide space for the participants to share their experiences, and will increase their knowledge about legislative systems, such as pension scheme, taxes, bureaucracy, in Europe and at the national level.

Ice-breaking activity

MEMORY CARDS

Objectives:
This activity will support participants in sharing the autobiographical story and create an atmosphere of intimacy and mutual knowledge.

smile, etc.) Then participants should take out a card and tell to the group an episode of their life related to the word. Alternatively, in pairs one participant picks the card and the other asks questions starting with the word in the card.

Materials:
A set of cards with words on it

References:
A game is developed by Giocherenda, a social enterprise established in Palermo. More at: https://giocherenda.it/

Description:
The facilitator should prepare a pack of cards, each of which includes a warm word (e.g. positivity, love, warmth, laughter,

RIGHTS AND DUTIES IN THE LABOUR MARKET

"Since 1919, the International Labour Organization has established and developed a system of international labour standards aimed at promoting opportunities for women and men to obtain decent and productive work conditions of freedom, equity, security and dignity. In today's globalized economy, international labour standards are an essential component of the international framework for ensuring that the growth of the global economy provides benefits for all." (ILO, 2019)

In order to facilitate the process of finding a job or starting own business, it is important to have general knowledge related to rights and duties of a worker - in specific women - starting from the standards promoted by the international organizations, such as:
- International Labour organisation
- United Nations agencies and Sustainable Development Agenda 2030
- European Union

European Union and the DG Employment, Social Affairs and inclusion, explain:

"Every EU worker has certain minimum rights relating to:

- health and safety at work: general rights and obligations, workplaces, work equipment, specific risks and vulnerable workers;

- equal opportunities for women and men: equal treatment at work, pregnancy, maternity leave, parental leave;

- protection against discrimination based on sex, race, religion, age, disability and sexual orientation;

- labour law: part-time work, fixed-term contracts, working hours, employment of young people, informing and consulting employees."

Individual EU countries must make sure that their national laws protect these rights laid down by EU employment laws (Directives).

References:

Providing Effective Remedies for Victims of Trafficking in Persons // UNODC Publication *https://www.unodc.org/documents/human-trafficking/ICAT/ICAT_Policy_Paper_3._Providing_Effective_Remedies_for_Victims_of_Trafficking_in_Persons_2016.pdf*

An introduction to the standards-related work of the International Labour Organization - ILO, available at: *https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_672549.pdf*

EU summaries of normative and legislations, available at: *https://eur-lex.europa.eu/summary/chapter/employment_and_social_policy.html?root_default=SUM_1_CODED%3D17&locale=en*

COMMON CHART OF RIGHTS AND DUTIES OF THE WORKER

Objectives:
This activity will help participants to understand which rights and duties every person should have and respect in the labour market. They will get clear points of references about the international rules existing for workers around the world and where they can find detailed information about rights and duties in specific national contexts, taking into account participants' needs in the workplace.

Materials:
Pens, markers and paper

Description:
Ask participants to write down in a common poster which are the rights and the duties of a worker. To get started, guide them to ask themselves the following questions:

1. What do you think is a right in the labour market? (prompt questions: Are you allowed to social security benefits? Do you need to have a safe working environment? etc.)

2. Which is a duty for a worker in the labour market? (Do you have to arrive on time to your working place? Do you need to respect the working environment and tools? etc.)

3. Which specific women's rights are fundamental to respect in a workplace? (Are you allowed to go on maternity leave? Are you entitled to an equal payment for the same position as men? etc.)

The 1st phase of the activity provides for the creation of a set of signs with rights and duties - some real and some not.

In the 2nd phase of the activity, participants will have to draw up a charter of rights and responsibilities.

Debriefing:

An exercise that aims to highlight that not everything we think is a right or a duty is sometimes and vice versa and that there are subjects and reference documents. The facilitator explains that a Common Chart can help them to focus on what is right or wrong to expect in a labour context and how to start to reflect on their own experience for sharing useful examples for the future research of a job. The elaboration of a Common Chart of Rights and Duties of the Worker can be an effective method and it can improve self-awareness addressed to the labour market and a common tool of responsibility.

References:

ABC of women workers' rights and gender equality by ILO, available at:

https://www.ilo.org/wcmsp5/ groups/public/---dgreports/- --gender/documents/ publication/wcms_087314.pdf

LEGISLATIVE SYSTEM

The Labour market in the European Union

Starting from the points shared in the FEMM committee report of the European Parliament (2017), it is fundamental to deepen the existing gender-equality legislation and policies in the labour market in every EU Member States, focusing on their recent developments and achievements in the last decades. In particular, there are some fundamental issues to check:In general, CVs are made up of the following basic parts:

- gender equality in employment,
- reconciliation of work and family life,
- presence of women in decision-making positions,
- recent measures to fight violence against women, and
- health and reproductive rights.
- place (duration, titles, courses, seminars...).

Before seeing all these aspects, it is necessary to share some general notions about the labour market in the European Union and how it works.and responsibilities.

Labour law defines your rights and obligations as workers and employers. EU labour law covers 2 main areas:

- working conditions - working hours, part-time & fixed-term work, posting of workers;

- informing & consulting workers about collective redundancies, transfers of companies, etc.

EU policies in recent decades have sought to:
- achieve high employment & strong social protection,
- improve living & working conditions,
- protect social cohesion.

The EU aims to promote social progress and improve the living and working conditions of the peoples of Europe (refer to the preamble of the Treaty on the Functioning of the EU).

As regards labour law, the EU complements policy initiatives taken by individual EU countries

by setting minimum standards. In accordance with the Treaty, particularly Article 153, it adopts laws (directives) that set minimum requirements for:

- working & employment conditions,
- informing & consulting workers.

Individual EU countries are free to provide higher levels of protection if they so wish. While the European Working Time Directive entitles workers to 20 days' annual paid leave, for example, many countries have opted for a more generous right to the benefit of workers.

National authorities & labour law

The EU adopts directives which its member countries incorporate in national law and implement. This means that it is national authorities - labour inspectorates and courts, for example - that enforce the rules.

What are the outcomes?

With over 240 million workers in the European Union, EU labour law rights benefit large numbers of citizens directly and have a pos-

itive impact on one of the most important and tangible areas of their daily lives. EU labour law also benefits employers and society as a whole by:

- providing a clear framework of rights and obligations in the workplace,
- protecting the health of the workforce,
- promoting sustainable economic growth.

Moreover, EU labour law goes hand in hand with the single market. The free flow of goods, services, capital and workers needs to be accompanied by labour law rules, to make sure that countries and businesses compete fairly on the strength of their products - not by lowering labour law standards.

In the past decades, EU countries have been characterised by significant changes in terms of the occupational composition of the labour market. Most countries have seen a progressive polarisation of the labour force, with medium skilled jobs stagnating while highly and low skilled jobs growing at a faster pace. This also corresponds to a greater increase of both high and low paid occupations. More than half of recent immigrants, both

men and women, have entered fast growing occupations and their share of employment in declining   occupations is similar   to   new   entrants. However, when looking at occupations in more detail, recent migrants are underrepresented in seven out of thirteen highly skilled occupations and tend to be overrepresented in a number of low-skilled occupations, indicating that efforts should be made to further enhance their labour market integration especially for non-EU migrants. When looking at female employment, most occupations where migrant women are overrepresented are also growing at the European level. This is true at different skill levels: for doctors among highly skilled occupations, for cooks and waiters among medium-skilled occupations, and for transport and storage labourers, as well as for food preparation assistants, among low-skilled occupations.

References:
Gender Equality Plans in the private and public sectors in the European Union (European Parliament, FEMM Committee, 2017), available at: *https://www.europarl.europa.eu/RegData/etudes/STUD/2017/583139/IPOL_STU(2017)583139_EN.pdf*

"Labour Market and Wage Developments in Europe" report (European Commission, 2019), available at: *https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=9485*

"Migrant women and European labour markets" Migration Data Brief (OECD, 2017), available at: *https://www.oecd.org/els/mig/migration-data-brief-1.pdf*

Working Conditions - Working Time Directive by EC, available at: *https://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPageId=205*

LABOUR JUNGLE MAP

Objectives:
This activity will help participants to face the complex bureaucracy management of job research linked to every national context and European Regulations. Starting from official information, they will create a mapping on how to move in the "jungle" of the labour market at national level.

Materials:
Markers, magazines, scissors, glue, pens, papers, posters, simplified versions of national official documents

Description:
Before the session, you should make a selection of official documents that can be relevant for the participants and make simplified versions. The documents can be:
- types of contracts and residence permit,
- pension scheme and taxes,
- bureaucracy to face before and after an employment,
- right to holidays and illness,
- trade unions services,
- specific documents needed for migrant workers,
- opportunities for workers included in vulnerable categories.

Ask participants in pairs to choose one of the printed documents available on the table and to analyse it with a pair.

Then ask them in pairs to create a map through creative techniques, using images, drawings and single words to compose a descriptive poster about the issue presented in the official document to share with other participants (e.g. what kind of contracts exist in the country, the specification of each contract, etc.). The last part of the activity will be the sharing of all the Labour Jungle Maps, explaining the

elaboration of their works and how they have helped (or not) to understand better the complexity of the country system. The facilitator should have in hand also the official versions of the documents available for inspection.

to learn on the labour market. The facilitator explains that the Labour Jungle Map can allow the participants to re-think their personal situation, becoming more conscious of what they need to find a new job. what is right or wrong to pretend in a labour context and how to start to reflect on their own experience for sharing useful examples for the future research of a job.

Debriefing:
The elaboration of the Labour Jungle Map can be a useful tool to identify some specific challenges and visualize them through a practical exercise. It can train personal stress resistance and autonomy in facing obstacles and complex information

References:
Working Conditions - Working Time Directive by EC, available at: *https://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPageId=205*

Language learning: General knowledge

KEYWORDS
welfare services
vocational training
qualification
transparency
data access
self-care
gender employment gap
exploitation
trade union
motherhood
regular contracts

Unit 2

Entrepreneurship training

This second unit is dedicated to a more specific entrepreneurship training and in how to support third-country national women with knowledge and skills in entrepreneurship in order to be able to generate a business idea, plan and realize small businesses.

> This second unit is divided into 4 sessions:
> 1. Entrepreneurial Education and Culture
> 2. Starting a business
> 3. Financial education
> 4. Success stories and action plan

After the end of this unit the participants will:

- have knowledge about different types of entrepreneurship and social enterprises;

- be aware of competencies needed to become a successful entrepreneur;

- be aware of the entrepreneurial competencies they possess;

- have knowledge of how to develop a business plan and conduct business SWOT analysis;

- be aware of different funding opportunities needed for launching a business;

- learn how to deal with business finances;

- be familiar with stories of other women who were successful in entrepreneurship;

- learn how to develop an action plan and actually develop one.

Session 1

Entrepreneurial Education and Culture

Objective

In this session, participants will be introduced to basic concepts of enterpreneurship, enterpreneurial competencies and social enterprises. They will envision their own entrepreneurships and ways they can be put them into action. This session aims to prepare participants with basic knowledge on these notions and cultivate their organisational and innovation skills.

Ice-breaking activity

THREE WORDS

Objectives:
This activity will help participants to learn more about each other, get energized and introduced to the session.

Description:
Ask the participants to have two minutes to think about three words that describe their dream jobs, as descriptive as possible. Each participant will state their name and the three words describing their ideal job and others will try to guess what the job is. If participants are reluctant to begin, it is suggested for the facilitator to do it.

Debriefing:
Upon the completion of the ice-breaker, the facilitator can introduce them to the following parts of the session with motivation (e.g. 'Let's see how we can make your dream come true').

References:
Adapted from Tsironis, C., Albani, C., Sitziouki, M., Tsirona, E. (ND). KEPAD and KMOP. Ατενί-ζω: Εκπαιδευτικό εγχειρίδιο ενημέρωσης & ευαισθητοποίησης για την παράνομη διακίνηση & εμπορία ανθρώπων.

ENTREPRENEURSHIP

What is entrepreneurship?

Entrepreneurship pertains the development, launching and management of a business venture, in order to gain profit. It is a process. 'The pursuit of opportunity beyond resources controlled' (Prof. Harvard Stevenson).

Entrepreneurs create needs and envision a different future.

Entrepreneurship is usually associated with start-ups and small businesses. However, there are other forms of entrepreneurship as well:

- **Small business entrepreneurship:** usually opted by people who focus on supporting their families and have a modest lifestyle (small-medium scale profit). They are usually small, local businesses. People that work at small businesses can be local employees or family members. Small business entrepreneurship can turn to large company entrepreneurship if they grow fast, or if large company acquires them.

- **Large company entrepreneurship:** such companies are usually for advanced professionals and have a large team; they may study consumers' habits, preferences etc.; they create new services and products.

- **Scalable start-up entrepreneurship:** an organisation/company that is built based on a unique idea and has something new to offer. Sometimes, funding to start-ups is provided. They are expected to have big profit returns and rapid expansion. E.g. Facebook, Instagram

- **Social entrepreneurship:** entrepreneurship that focuses on social issues and the provision of solutions. It does not aspire to gain profit, but to work for society and create social value.

- **Innovative entrepreneurship:** focuses on new ideas and innovation which can be transformed into business ventures, often aiming to change the way people live for the better.

- **Hustler entrepreneurship:** hustle entrepreneurs work hard and often try to grow a small business into a larger one.

- **Imitator entrepreneurship:** pertains the use of existing ideas, finding ways to improve them, expanding the pre-existing product or service.

- **Researcher entrepreneurship:** researcher entrepreneurs put a lot of effort on researching about the product and/or service they wish to offer to the target audience, understanding all different aspects of their product and business; they usually rely on facts, rather than intuition.

- **Buyer entrepreneurship:** buyer entrepreneurs usually invest to buy businesses that presume to be successful; they make management or structural changes when they perceive it to be necessary, in order to expand their profits.

References:
Indeed Career Guide. (2020). The 9 Different Types of Entrepreneurship, available at: *https://www.indeed. com/career-advice/ career-development/types- of-entrepreneurship*

DEVELOPING MY BUSINESS IDEA

Objectives:
This activity will help participants to envision their business idea and how they would like to develop it. The exercise will work as an introductive part to next sessions of theory and activities.

Materials:
Pens and papers

Description:
Ask the participants to think of their own business idea and how they would like to develop it. If they cannot think of a new idea, they can think of a business they like and describe the way they would develop it. Participants will have to write down the basic concepts/aspects of their idea, answering the following questions:

a. What sector/type of product or service would I like to focus on? (e.g. food, clothes, etc.)

b. What can I offer to the consumers?

c. Do I have the skills to do it myself? Do I need a partner with specific skills?

d. Where will I establish my business?

e. What are the other stores in the surroundings? Are there too many businesses like the one I would like to start?

Participants write down their ideas and then they briefly present their ideas to the group.

Debriefing:
After participants have presented their own entrepreneurship idea, the facilitator congratulates them and starts a discussion based on the following questions:

• How easy/hard was it for you to think of a business idea?

• Did you feel confident that you could implement it in real life?

- Did you find similarities in the business ideas of other participants?

- Do you feel confident that this could be implemented? In not, what do you think are the constraints? Is there anything you would do differently?

Upon the finalisation of the discussion, the facilitator concludes that anyone can be an entrepreneur. Even though it is a process that might seem tiring, we need to be persistent if we believe that our product or service has something to offer.

References:
Adapted from Compass Manual for Human Rights Education with Young People, Council of Europe, available at: *https://www.coe.int/en/web/compass*

ENTREPRENEURIAL COMPETENCES

Entrepreneurs create needs and envision a different future. They seize opportunities and take risks.

What are the characteristics of an entrepreneur?

Entrepreneurs need to have both soft skills and hard skills, meaning non-technical skills that relate to the way a person works and abilities acquired and enhanced through practice, repetition and education.

Innovators	Persistent	Leader
Committed		Visionary
They take iniciative		

Other examples of entrepreneurial competences are:

1. **Organisational skills:** ways to organise the operation of your enterprise; one can create to-do lists and 'break'/ simplify any endeavour to small steps, in order to achieve their goal, and use technology or other means to organise business files, important documents, business records and customer files.

2. **Creative, critical and strategic thinking:** being able to look at things from different perspectives, can help in strategic planning and improve the business strategies as needed, grow your business, beat the competition and reach the goals.

3. **Opportunity awareness:** understanding new opportunities to expand your business, network with other professionals and the target audience, adjust your products/services to the needs of the target audience or creating new products/ services, ways to make more profit.

4. **Analytical and problem solving skills:** analysis of a situation and potential risks that might come up in the way, along with ways to solve them; analytical and problem

solving skills are important for entrepreneurs to make difficult decisions and develop plans and strategies to resolve a difficult situation.

5. **Technical skills:** being able to use appropriate and useful softwares, tools and other digital approaches to organise their business, communicate with colleagues and costumers, organise their files, tracking sales and revenue and measure the performance of the business.

6. **Business management skills:** skills on ways to effectively manage your business, in terms of products/services, staff, policies, costumer service; multitasking, allocating responsibilities and taking decisions on the profitability of your business.

7. **Teamwork and leadership skills:** entrepreneurs have to take leadership roles when needed and also be part of their team; they can guide their team members, also participating in any endeavour and work done, motivating their team.

8. **Communication and listening:** carefully and actively listening to people's ideas, views and problems, effectively communicating with colleagues and costumers to understand their needs and create a friendly working environment, clearly stating the messages you wish to communicate to colleagues and costumers, also through your brand and promotion activities in order to have a positive influence on your target audience.

9. **Costumer service skills:** ways to approach and talk to your costumers, making them feel welcome and ensuring that their needs are covered by your brand and product(s)/service(s).

10. **Financial skills:** understanding the financial situation of your company and being able to forecast future needs; being on track with the financial processes of your business, including sale, revenue and business growth.

11. **Time management skills:** setting deadlines for a specific achivement/goal

and all smaller activities that might be necessary for you and your team; time management skills also pertain the competences of keeping such deadlines and organising your time wisely, setting priorities and estimating the time needed for the fulfillment of a task.

12. **Branding, marketing and networking skills:** marketing strategies on ways to promote a product or service and make it appealing to the target audience, networking with other professionals/entrepreneurs that help you grow your network with other professionals and the target audience.

References:

Abu-Saifan, Samer, 2012. Social Entrepreneurship: Definition and Boundaries, In: Technology Innovation Management Review, available at: *https://timreview.ca/sites/default/files/article_PDF/Saifan_TIMReview_February2012_2.pdf*

Indeed Career Guide (2020). Entrepreneurial skills: Definitions and examples, available at: *https://www.indeed.com/career-advice/career-development/entrepreneurial-skills*

Prodanov, H. (2018). Social Enterpreneurship And Digital Technologies, available at: *https://www.unwe.bg/uploads/Alternatives/9_Prodanov_EAlternativi_en_1_2018.pdf*

Theory

SOCIAL ENTERPRISES

What is a social enterprise?

Organisations that address a basic unmet need or solve a social or environmental problem through a market-driven approach. (Social Enterprise Alliance, ND)

```
                    Social Enterprise Models
         ┌──────────────────────┼──────────────────────┐
  Opportunity              Transformative           Donate Back
  Employment             Products or Services
         │                        │                      │
 employ people that      have social and         contribute portion of
 have significant        environmental impact    their profits to non-
 barriers to mainstream  through innovative       profits that address
 employment              products and services    basic needs
```

Guidelines on the development of a social enterprise business plan:

Development of a business plan: in this context, partners/entrepre-neurs prepare for the founding and establishment of their enterprise and forecast the course of their enterprise, in order to eliminate potential risks. A social enterprise business plan should include:

a. an organisational description: name and history of the enterprise, aims, productive idea, financial forecasting,

b. the aims and objectives of the enterprise: values and targets of the enterprise,

c. information about its members and the product/ service: needs for staff and

responsibilities, and details about the product/service, such as price, areas that it will be sold,

d. business concept: presentation of the structure of the business, external collaborators, the enterprise model (including methods of gaining profit), guidelines for the procedures of the enterprise,

e. market description: should be explored thoroughly in order to understand the target audience and how the enterprise will cover their needs,

f. competitive advantage: competitive products and services, risks and opportunities in competitive market, changes in the industry,

g. social impact: benefits for the society,

h. risks: potential negative evolutions of the endeavour and ways to be dealt with,

i. financial data: projections for revenue and expenses for at least three years.

References:
Social Enterprise Business Plan (N.D.). Propel non-profits, available at: https://www.propelnonprofits.org/resources/social-enterprise-business-plan/

FROM IDEAS TO ACTION

Objectives:
This activity will help participants to get in the mindset of an entrepreneur and will try to prepare their plan to found a business. They will cultivate their organisational skills, spirit of collaboration (face to face), strategic, innovative and marketing thinking, time management skills, analytical and problem solving skills, branding and networking skills.

Materials:
Pens and papers

Description:
The facilitator explains to the participants that they will now try to put the idea they had in the previous exercise (Developing my business idea) into action.

Face to face:
Participants will be split into two groups and they will discuss the ideas formerly presented, in order to agree on which is more suitable to be implemented. Participants will have to take into consideration their skills, the market demands, the target audience, innovative features and the other factors that were previously discussed. They will then discuss the selected idea and, as the board/members of the social enterprise, they will try to prepare a plan on how they will proceed, based on the business plan framework provided in the theoretical part (above). Upon the selection of the fittest idea, participants will have to discuss potential problems that might occur and ways to resolve them, strategies to create their business and product/service, ways to promote it to the target audience. Upon the development of their plan, the two groups will present their plan on founding an enterprise and will discuss on the issues they stumbled across.

Online:
Participants will have to develop a plan on how to create their own business/social enterprise, based on the idea they presented in the previous exercise (Developing my business idea). Participants will have to take into consideration their skills, the market demands, the target audience, innovative features and the other factors

that were previously discussed. Each participant will have to think of potential problems that might occur and ways to resolve them, strategies to create their business and product/service, ways to promote it to the target audience. Upon the development of their plans, participants will briefly present their ideas and the issues they stumbled across.

Debriefing:
Upon the presentation of their ideas and plans, the facilitator will start a discussion based on the following (and additional) questions:

1. Was it hard to find a common ground on the idea you decided to implement? (f2f)

2. Was it hard to find the innovative parts of the idea you selected?

3. How did you estimate the needs of the target audience and the market demands?

4. Did you have any disagreements? If yes, how did you solve them? (f2f)

5. What skills did you identify as essential to plan and establish your social enterprise?

6. Do you feel more prepared to start your own business?

7. Do you think your plan could be implemented in real life?

References:
Adapted form Compass Manual for Human Rights Education with Young People, Council of Europe, available at: https://www.coe.int/en/web/compass

Language learning: Entrepreneurial education and culture

KEYWORDS	
Entrepreneurship	Social Cooperative Enterprise
Social enterprise	Innovation
Cooperatives	Risks
Risks	Organisational skills
Market demands	Managerial skills
Target audience	Business venture
Civil non-profit organisation	

Session 2

Starting a business

Objective

This session will help participants to learn some important pillars for starting a business: from the evaluation of the idea through the SWOT analysis, to the basic scheme of a business plan to foresee the opportunities and the possible difficulties to avoid.

SPAGHETTI TOWER

Objectives:
This face-to-face activity will help participants to know each other better and support their cooperation for a common objective. The game is intended as a way to show the importance of planning for a shared purpose and it is a way to make team building.

Debriefing:
The facilitator will share with the participants what he/she has seen in the preparatory part (if the groups were well organized, if they worked well together) and then all the participants are encouraged to say how they felt, if there was something to improve, to change or something that went well within their workgroup.

Materials:
A pack of spaghetti, two tapes

References:
Wujec Tom. (2010). Build a tower, build a team, available at: *https://www.ted.com/talks/ tom_wujec_build_a_ tower_build_a_team/ transcript?language=en*

Description:
The participants form 2 or 3 teams and with the provided materials they have to build a self-standing tower. The team will have 10 spaghettis and a tape: they can only use those 10 spaghetti and all the tape they need; they can also break each spaghetti in smaller pieces. Before they start they have 3 minutes to discuss the strategy and then 5 minutes to build the tower. The highest tower wins.

Activity

PERSONAL SWOT ANALYSIS

Objectives:
This activity will help participants to create their own personal SWOT analysis, to gain self-confidence with the tool and to learn to be critical thinkers regarding their personal skills and possible future business ideas. They will learn to develop self-regulation and self-awareness skills examining strengths and weaknesses, external opportunities and situations that would be better to avoid in a chosen career field, work positions, business ideas or in personal choices.

The second step is to identify weaknesses. Participants should identify what skills need to be improved, fill educational gaps and develop personal traits. For the opportunities sector, they should think about the external factors that can be advantageous for personal development and which personal skill can be useful as an opportunity. Finally, participants should examine any threats to their plans, in the work and in the personal field. This part mainly accounts for the external factors that could impair their chances to attain the desired objectives.

Materials:
SWOT matrix template, one for each participant (*Annex 7*), pens

Description:
A SWOT analysis at this stage can be done on the topic of career development and personal desired achievements. Participants can start trying to identify their strengths (acquired skills, self-confidence on specific matters, talents).

Debriefing:
The facilitator can ask participants to show their work if they want to share their intuitions on themselves.

References:
SUCCESS – Guide for the Handbook and Handbook, SUCCESS project, available at: *https://cesie.org/en/resources/success-handbook/*

SWOT ANALYSIS

SWOT analysis is a method that helps to identify and operate on four main points of a potential business but also on every situation that needs to be assessed.

It is a strategic planning technique that aims to help to identify the Strengths, Weaknesses, Opportunities, and Threats of what is under examination: a SWOT Analysis is a technique for assessing these four aspects of a business ideal but also to analyse a personal situation.

It can be explained by using the SWOT matrix: it is a grid made of four square and in each of these squares there is one of the four pillars. Its purpose is to fill the matrix and strengthen the awareness on the main aspects of a certain situation, being it a personal assessment or a business analysis.

The four parts composing the SWOT stand for:

- **Strengths:** characteristics of the business or project that give it an advantage over others.

- **Weaknesses:** characteristics of the business that place the business or project at a disadvantage relative to others.

- **Opportunities:** elements in the environment that the business or project could exploit to its advantage.

- **Threats:** elements in the environment that could cause trouble for the business or project.

It is intended to specify the objectives of a business or project and identify the internal factors (Strength and Weaknesses) and the external factors (Opportunities and Threats) favourable and unfavourable to achieving those objectives. Usually, in the attempt to fill the matrix, it is useful to consider the hidden questions behind every pillar in order to generate meaningful information.

For example, a Swot analysis on a personal assessment would have the following hidden questions:

Strength – What is my strength? What am I good at? What is my best quality?

Weakness – What is my weakness? What should I improve? Do I lack a specific skill?

Opportunities – Are there opportunities in my field of interest? Is the environment around me a source of opportunities?

Threats – Are there aspects of the situation I should be aware of? Are there threats in the close environment? Is there something I need to take care of?

References:
Martin M. (2019). How to do a personal Swot analysis, available at: *https://www.businessnewsdaily.com/5543-personal-swot-analysis.html;*

Schooley S. (2019). Swot Analysis: What it is and when to use it, available at: *https://www.businessnewsdaily.com/4245-swot-analysis.html*

DESIGNING A BUSINESS IDEA

Objectives:

This activity will help partici-pants to put into practice what has been learned about the business model and share ideas and doubts with the other participants.

Materials:

Business Model Canvas Template, one for each couple of participants (*Annex 8*), pens.

Description:

The idea is to create working couples that should invent their own business idea according to what has been learned and according to the Canvas and its sections to be filled. They should identify mainly

- The value and the purpose of the business.

- What the product of the business is.

- The targets, who the possible customers are.

After that, the participants can try to fill the canvas template.

Debriefing:

After all the participants completed the canvas, the facilitator asks the couples to share with the rest of the group their business ideas and they will evaluate and discuss these ideas all together. That will show to every participant what can be considered a successful idea and what could be instead a weak point or a threat to the project.

References:

Adapted from the Business Model Foundry, available at: *www.businessmodelgeneration.com/canvas*

BUSINESS PLAN

A business plan is a formal written document containing business objectives, and the strategies to obtain them, the timeframe and the reasons behind the steps to be taken.

A business plan contains:
- A business brief description and operational structure.
- The value and purpose of the business.
- What is the product of the business.
- The targets: who are the possible customers.
- Financial situation and funds.
- SWOT.
- Timeframe.

To do that one of the tools that is usually used is the Business Model Canvas, a visual template that helps to easier identify all the main points of a Business Idea, with elements describing the value proposition, infrastructure, customers, and finances.

It is made of nine building blocks, that are the following:

- **Key Partner:** the external companies or suppliers that will help to carry out the key activities.

- **Key Activities:** the activities/ tasks that need to be completed to fulfil the business purpose.

- **Key Resources:** main inputs that need to be carried out with the key activities to create the value proposition.

- **Value Proposition:** the heart of the BMC and the unique product or service that the business idea is built around.

- **Customer Segments:** groups of people or companies that are the target of a product or a service.

- **Customer Relationship:** a relationship that needs to be established with each customer segment, the type of interaction that should be established with the customer.

- **Channels:** how the company communicates with the customer and how the company intends to reach the target.

- **Cost Structure:** all the costs associated with the business.

- **Revenue Stream:** sources from which a company generates money by selling their product or service to the customers.

References:
Athuraliya, A. (2019). The Easy Guide to the Business Model Canvas, available at: https://creately.com/blog/diagrams/business-model-canvas-explained/

Ryce T. (2020). 9 Building Blocks of the Business Model Canvas (Updated), available at: https://animasmarketing.com/9-building-blocks-business-model-canvas/

Activity

SWOT ANALYSIS OF THE BUSINESS IDEA

Objectives:
This activity will help participants to identify the SWOT pillars in the already discussed business idea and to discuss it with the partner.

Materials:
SWOT matrix template, one for each couple (*Annex 7*), pens

Description:
Each pair will evaluate their own idea of business after having presented it to the group. On each idea a SWOT analysis will be done in couples. To complete the task, the participants will identify the internal and the external factors that can promote or undermine their business idea also with the help of the feedback received from the group during the presentation. The couples should identify the Strengths, Weaknesses, Opportunities and Threats of their business idea and discuss together. Role of the facilitator is to help participants reflect on the right questions behind all the four parts of the SWOT analysis.

Debriefing:
the participants will reflect on how they improved their knowledge on the SWOT analysis and they will consider their ability to evaluate a business idea. The facilitator has the role of exposing the improvements and ask for feedbacks.

References:
Bristow Scott C. (2019). Your Free Business Idea Evaluation SWOT Analysis Template, available at: https://www.entrepreneur.com/article/334260

Berry T. (2019) Swot Analysis Examples, available at: https://articles.bplans.com/swot-analysis-examples/

KEYWORDS
Business Plan
Strength
Weakness
Threat
Opportunity
Self-awareness
Core Value
Customer
Product
Revenue

Session 3

Financial education

Objective

This session will help participants to learn about how to manage finances and how to get funding for possible start-ups.

Ice-breaking activity

NEEDS VS WANTS

Objectives:
This activity will help participants to understand the different between needs and wants.

Description:
Ask participants to list and discuss the difference between needs and wants - this helps to identify the difference between what is really essential and what can be considered as a luxury. This shift in perspective is a good starting point to discussing the purpose of a budget. Ask participants how understanding the difference between needs and wants can help inform their financial decisions. In other words, ask why this difference can be important to consider when thinking about financial decisions.

Explain to participants that expenses can be analyzed according to 2 different types: needs and wants. Needs are essentials (housing, educational expenses, food, etc.), while wants are luxuries (something that would be nice to have but can be without). Some expenses can be needs and wants at the same time. For example, to buy a coat can be a need. However, to spend a substantial amount of money for an expensive coat is a want. After the reflections on needs and wants, ask the participants to:

1. Think of three needs that they have every day. Write down each need.

2. Think of three wants that they have every day. Write down each want. Why is each a want and not a need?

References:
CESIE. Unpublished materials.

Activity

GROCERY STORE PRICING

Objectives:
This activity will help participants to take control of their finances.

Materials:
Pens, paper, smartphone or PC

Description:
Facilitator gives the participants a list of items that people regularly buy at grocery store (e.g. bread, milk, eggs, meat, different kind of vegetables) and for each item the participants write down the amount of money they usually spend for these items. Then, with a research online (on their smartphones) they compare prices at different stores online (they can do this in groups if only a limited amount of devices is available). Comparing prices participants can calculate if they can save any money by shopping at different grocery stores.

Debriefing:
This activity is designed to create awareness about the importance of comparing prices from different sources to save money to invest.

References:
Wing financial education, available at:
https://www.wingsfinancial.com/financial-education

FINANCIAL LITERACY

Financial literacy is the capacity to comprehend and wisely use various financial skills. Including personal choices in financial management, investing, saving and budgeting. Indeed financial education is increasingly important not only for investors but also for common people.

Financial literacy is an appreciation of the long-term benefits of today economic education. Indeed, to invest wisely, to understand the difference between needs/wants, to create a budget of your income and expenses are choices that help an individual to understand how to allocate income to meet financial obligations and work with purpose towards future goals.

Core competencies on financial literacy are organized into:
- **Awareness, knowledge and understanding**
- **Skills and behaviour**
- **Attitudes**

These three dimensions can refer to the financial development of a specific business:

- **Awareness,** knowledge and understanding (e.g. knowing how much money will be needed to start the business and become operational; knowing how much of the initial capital to start the business will need to be found from external sources; understanding the implications of obtaining funding from different sources, including family and friends)

- **Skills and behaviour** (e.g. evaluating the actual cost of setting up a business and making concrete plans to meet those costs; making informed decisions about funding the business; taking into account the implications and benefits of different options)

- **Attitudes** (e.g. being confident to shop around for different financial products and providers for funding the business)

but also to daily financial obligations:

- **Awareness, knowledge and understanding** (e.g. knowing how to handle your income to be able to pay the bills and save for retirement)

- **Skills and behaviour** (e.g. to know how to save and invest, including creating an emergency fund and setting aside money for both short- and long-term goals, to know how to spend wisely through budgeting and comparison shopping)

- **Attitudes** (e.g. prioritize the things that make your life better and the ones you should invest in).

References:
Jason F. (2020), Financial literacy, available at: *https://www.investopedia.com/terms/f/financial-literacy.asp*

HOW TO GET A LOAN

Objectives:
This activity will help participants to elevate their financial aptitude related to loans application.

Materials:
Pens and paper

Description:
One of the ways to borrow money is to get a loan. A loan can be helpful to pay for important items that are needed now but for which savings fall short. The cost of these things usually is high, and repayment of loans to afford them now can stretch for years. People usually try to get a loan for these purposes: to buy a house, to go to college, to start a business, to buy a car.

For the activity, participants must be organized in groups of 3-4 members. In each group, one member acts as a bank while the remaining group members act as loan applicants. The loan applicants represent different financial profiles (e.g. a rural entre-

preneur, an entrepreneurs working in the tourism sector, an artist who want to launch a startup etc. They can take the roles from their bussiness ideas developed in the previous session). Once roles have been assigned, the facilitator should the participants that are acting as bank employees to conduct interviews for loan applicants to determine who they would and would not give a loan. Some crucial components should be considered when bankers employees interview loan applicants:

1) Does the applicant have a verifiable income? Applicants should be ready to demonstrate ways to verify income.

2) What other proof could be useful to demonstrate the borrower ability to repay? Ask the bank employees if income is enough to demonstrate the borrower ability to repay as well as list what other factors play a role (guarantees who

can pay fo them or debts for example).

3) What is the loan for and who does the applicant owe? Bankers should ask questions to understand the reason for the loan. Together they identify good and bad reasons for a loan.

Debriefing:
The activity aims to upscale the participant's ability to find and apply for funding opportunities, taking into consideration all the necessary prerequisites to get a loan.

References:
iGrade author (2020), 4 engaging activities to elevate your students financial aptitude, available at: *https://www.igradfinancialwellness.com/blog/engaging-activities-for-your-personal-finance-class*

FUNDING OPPORTUNITIES (EUROPE)

Funding is the act of providing resources, usually in form of money, to finance a business, programme, or project. Entrepreneurs with a business idea might need external financial resources to implement their project. Funding is part of the procedure, as the launch of a company would require an amount of money that individuals would not have. In this section different sources of funding at European and national level will be considered to enter the business world.

COSME

COSME is the EU programme for the Competitiveness of Enterprises and Small and Medium-sized Enterprises running from 2014 - 2020 with a planned budget of EUR 2.3 billion. It aims to promote entrepreneurship and improve the business environment for SMEs making easier for small and medium-sized enterprises (SMEs) to access finance in all phases of their lifecycle – creation, expansion, or business transfer. Thanks to EU support, businesses have easier access to guarantees, loans and equity capital. EU financial instruments (*https://ec.europa. eu/growth/access-to-finance/ cosme-financial-instruments_en*) are channeled through local financial institutions in EU countries.

EMPLOYMENT AND SOCIAL INNOVATION PROGRAMME (EASI)

EASI is a European financial instrument that aims to promote a high level of sustainable and quality employment, guarantee adequate and dignified social protection, fight marginalization and poverty and improve working conditions.

The Microfinance and Social Entrepreneurship (MF/SE) axis supports actions in two thematic sections:
- microcredit and microloans for vulnerable groups and micro-enterprises
- social entrepreneurship.

Through the EASI the Commission provides microcredit solutions for start-ups, micro-enterprises and vulnerable groups that find obstacles to access to the conventional credit market.

THE EUROPEAN INVESTMENT BANK (EIB)

EIB is the lending arm of the European Union. It offers loans, guarantees, equity investments and advisory services. The most suitable tool will depend on the objectives of the project and on various other factors.

Loans
EIB lends to clients of all sizes to support sustainable growth and job creation.
- Loans for the public sector
- Framework loans for the public sector
- Loans for the private sector
- Intermediated loans for SMEs, mid-caps and other priorities

Equity
It stimulates and catalyses private capital through investment in equity and funds.
- *Venture debt*
- *Investments in SME and mid-cap funds*
- *Investments in infrastructure and environmental funds*

Guarantees
It provides guarantees covering the risks of large and small projects. We also provide loan portfolios to make your projects more attractive to other investors.

- *Credit enhancement for project finance*
- *Guarantees in support of SMEs, mid-caps and other objectives*

Advisory service
EIB make technical and financial expertise available to our clients to develop and implement investment projects and programmes and to improve institutional and regulatory framework.
- *Strategic development*
- *Market development*
- *Project development*

EIB supports projects that promote the priorities and objectives of the European Union:
- *Climate*
- *Environment*
- *Innovation and skills*
- *Infrastructure*
- *Small and medium sized enterprises*
- *Cohesion*
- *Development*

This site below will help you to apply for loans and venture capital supported by the European Union.

References:
Access to EU finance, available at: *https://europa.eu/youreurope/business/finance-funding/getting-funding/access-finance/search/en*

KEYWORDS
social and political developments
labour challenges
financial skills
financial literacy
individual financial wellbeing
business management
indebtedness
earning
spending
budgeting
tax declaration
recruitment agencies
postal service
bank account
money transfer
loans
employment agency
monthly expenses

Session 4

Success stories and action plan

Objective

This session will encourage participants to follow their employability or entrepreneurial aspirations for the future by presenting a series of success stories as well as motivating them to develop and follow their own personal action plan.

Name of a story / entrepreneurial idea	AFRITA
Name or nickname of founder(-s)	The entrepreneurial idea was developed by 9 women of different nationalities (Chile, Ivory Coast, Kenya, Nigeria and Senegal).
Country	Italy

Description:

AFRITA entrepreneurial idea was born as a result of AMIF-funded *Arise – Appetite for Enterprise project.* From the experience of ARISE women, a social enterprise, AFRITA, will born with the main aim to unite Italian and African cultures and promote the African culture and the relationship between African continent and Italy. AFRITA will be divided into 3 operative units: the **FOOD Unit** will offer African food products and organize catering offering an extensive menu of African cuisine, the **TOURISM Unit** will provide assistance services for tourists who want to visit Africa or Africans who come to visit Italy, and the **EDUCATION Unit** will promote African culture through seminars/laboratories/other cultural activities addressed to schools, young people and, generally speaking, citizens.

Name of a story / entrepreneurial idea	Ciwara Ristorazione – Cultura Musica Africana - Palermo
Name or nickname of founder(-s)	Awa
Country	Italy

Description:

Awa is the cook at the *Ciwara restaurant*, which is the realization of a project by the artist Doudou Diouf, who arrived in 2009 from Senegal, first in Catania and then in Palermo. The team of the restaurant is composed of 8/10 Italian and African people. The cook is **Senegalese**, as are most of the dishes, although the menu, which is varied and imaginative, includes Ivorian and Guinean specialities. The restaurant is located in the complex **Vucciria district,** to combine different aspects of African culture: from cooking to music, from dance to entertainment, without forgetting the power of the story to narrate with new words the value of hospitality and integration. The Ciwara is the only restaurant in the neighbourhood to keep open on Sundays, the day dedicated to exhibitions. During the other evenings, other groups from all over Italy, Africans and Italians often perform, tasting the delicious dishes that Awa always prepares with passion, with the help of other young migrant collaborators.

Name of a story / entrepreneurial idea	An experience of a succesful development of a "career project"
Name or nickname of founder(-s)	I.
Country	Catalonia, Spain

Description:

I. is a young woman from Cameroon who arrived to Spain in 2017 with a clear motivation to study nursing. As she could not validate her diploma acquired in her host country, in the next four years we worked together to establish short, medium, and long-term objectives to better plan how she could become a nurse in Catalonia.

She first improved her language and computer skills to access formal education, then completed formal secondary education in an adult school and finally accessed formal vocational training to obtain an official certificate as a nursing assistant.

She successfully overcame the barriers faced by not only VoT but also migrant women to access formal education, which seriously limit their opportunities to carry out qualified jobs with decent working conditions. Long-term specialised support covering their basic material needs (housing, food, etc.), as well as providing legal, psychological and career counselling, was essential to achieve this goal.

Name of a story / entrepreneurial idea	Lessons learnt
Name or nickname of founder(-s)	A.D.
Country	Greece

Description:

A.D. was a victim of human trafficking that has arrived in Greece. During her staying in the country, she has been visiting the Day Care Centre of a support service provider, while attending lessons to acquire hard skills on sewing. After the fullfilment of the lessons, she got a certificate, prooving her newly acquired skills.

After some time, A.D. moved to Germany, where she stayed in a camp. In her time there, during the Covid-19 crisis, women who stayed in the camp were asked if they were able to sew. After showing her certificate, A.D., amongst other women, was hired to sew masks during the quarantine. A.D. felt very nice with her accomplishment, as she found that the sewing seminars that she attended in Greece were beneficial in another country.

Name of a story / entrepreneurial idea	Path to success
Name or nickname of founder(-s)	S.A.
Country	Greece

Description:

After her arrival in Greece, S.A., victim of human trafficking, was supported by an organisation working specifically with this target group. After having completed several stages of her recovery, S.A. was granted a scholarship in a private college and graduated in summer 2020.

She wanted to publicly speak about her experience, in order to inspire, support and encourage other women to pursue their dreams and continue their education.

Name of a story / entrepreneurial idea	Get It Write
Quote	Dream big so you're sure to stretch yourself to achieve them. Because complacency is the only bad habit to break.
Name or nickname of founder(-s)	Smriti Chatterji
Country	Romania

Description:

Since an early age, Smriti Chatterji had always been very passionate about writing. With over 20 years of experience in the training and communication fields, she has used her background and enthusiasm for the English language to carve a niche that speaks to her passions.

Living in Romania as a non-EU national meant that she could not be gainfully employed in Cluj. When her visa status finally allowed her to be employed in Romania, finding a job proved more difficult than expected in a market that was flush with young job seekers looking to make their mark in the field. Smriti then decided to use her experience in the field and turn her passion for writing into a company that could at some point employ some of these eager young people. She registered Get it Write Ltd, a content services company, based in Cluj-Napoca, Romania in the year 2017.

One of the main objectives of Get it Write is to encourage and support small and medium businesses get their message out to the world. Through Get It Write, Smriti works with organisations and individuals to help them make their written communication more effective and impactful, whether it is on websites, blogs, academic publications, trainings or technical papers. In addition,

Smriti also utilizes her love for the written word to work with authors and publishers to develop and edit books. Including formulation, structuring, proofreading, editing and so much more.

Background information

ACTION PLAN

What is an Action Plan?

An action plan for personal or professional development is a clearly defined plan of what individuals need to develop, the methods by which they can best develop, the resources/support they need in order to develop, and the timescale within which they intend to develop and which can be monitored.

There are five main elements within the action plan:

1. **The development objective**
   These are clear, precise statements of the skills or knowledge to be developed.

2. **The activities**
   These are the activities the individual can do within and outside a work setting enabling them to work towards the development goals.

3. **Resources**
   The things/people they will need and realistically can obtain will help them achieve the goals.

4. **Assessment**
   The evidence they will have to show that they are achieving the goals.

5. **The duration**
   The start-point at which they will start this development and also the dates by which they intend to achieve the goal.

Importance of creating an Action Plan:

- By drawing up an action plan, participants are committing to the individual's development.

- Research has extensively shown that writing down goals/action plans actually increases the likelihood of success.

- Development goals and the path to those goals are clearly defined and, therefore, easier to follow.

Development Objective Setting

Listed below are some tips to help ensure that a person sets clear and useful development objectives.

The following acronym is useful to remind people of the things that should take into consideration when setting any development objective:

S – Specific
Is the objective clear and specific about what the participants aim to achieve? Encourage the participants to be positive about what they want to achieve, rather than reflect about what they don't want to happen. For example, "To put my ideas across in meetings in an assertive manner" rather than "Not to feel so embarrassed about my ideas that I don't put them forward".

M – Measurable
Is the objective worded so that you know what you will be looking for to review progress against this?

A – Agreed
Have you discussed the goal with the participants and got their involvement and buy-in to this? By using the GROW model, this should be the case. An imposed objective will be much less motivating for the participants.

R – Realistic
Is the goal they are aiming for too large or too small? A goal that is too large is likely to be so long term and contains so many problems and obstacles that their enthusiasm and commitment may fade. A huge goal may be better broken down into sub-goals which will all contribute towards the larger goal. A goal that is too small may be so easy to achieve that it provides little sense of satisfaction or achievement. A sense of satisfaction is essential in order to maintain enthusiasm and commitment to continuous future development.

T – Timed
Are you clear about when the objective will be achieved by? Without a timescale it will be hard to maintain momentum for development activity.

References:
EAGLES training manual, available at:
https://cesie.org/media/eagles-manuale-educatori.pdf

DEVELOPMENT OF ACTION PLAN

Objectives:
This activity will help participants to create their personal or/and professional action plan

Materials:
Action plan template (*Annex 9*), one to each participant, pens

Description:
Give each participant an individual action plan template and guide through the compilation of its parts.

Debriefing:
The facilitator can debrief together with the participants during the activity using the background provided below.

References:
EAGLES training manual, available at:
https://cesie.org/media/eagles-manuale-educatori.pdf

Annex 1 – Template for skills screening

The evaluation (skills screening) of the participants should be done before and after the Multi-disciplinary employability training sessions. The questions (as provided below) should be asked in an informal interview, and can be rephrased as needed. For the questions with options, the trainer should read them aloud.

Facilitators should identify each participant with one individual code and register the results of the questionnaire and the observation using the same code. It is not necessary to use the real names of participants. The code should be the acronym of the partner country + a number, e.g. IT1, IT2, etc.

BEFORE SESSIONS:

These questions can be added to the initial screening interview (done before the psychological support sessions if the employability sessions are implemented as a part of HEAL programme. For more information please consult *www.healproject.eu*).

If the facilitator has some information, it is not necessary to ask again. As a general rule, it is advisable to avoid repeating questions to the participants in order to avoid secondary victimisation.

PARTICIPANT (insert identification code):

PREVIOUS EXPECTATIONS OR POINT OF BEGINNING:		
1.	Have you ever participated in a similar training? If yes, explain it, specifying which contents have you worked on (soft skills, technical skills, career development, entrepreneurship training, etc.).	Brief comment from the participant:

PREVIOUS/CURRENT COMPETENCIES:

2.	Do you speak the host country language? How good do you you feel you are?	Brief comment from the participant:
3.	Do you think that you are good in communicating with others?	Brief comment from the participant:
4.	How good are you in using computers and the Internet (e.g. Microsoft office, social media, e-mail, others)	Brief comment from the participant:

METHODOLOGY AND FORMAT OF THE TRAINING:

5.	Have you ever worked in a group or participated in group activities?	Brief comment from the participant:
6.	Do you think that group experience can be useful? If yes, why?	Brief comment from the participant:

7.	Do you think that you will be able to open yourself within the group?	Brief comment from the participant:
8.	What expectations do you have about this training, and what aspects would you like to see addressed?	Brief comment from the participant:
9.	Do you think it is useful for you to work on improving your employability?	Brief comment from the participant:
10.	Do you think it is useful for you to know about entrepreneurship options?	Brief comment from the participant:

DURING SESSIONS:

During the delivery of the sessions, trainers should observe if the perception of participants (about their communicative, digitals and language skills) in the pre questionnaire match the skills they show during the first session of training and the specific activities focusing on the development of these competencies.

To guide this observation, trainers should use the following table to assess each competence (communicative, digital and language):

TYPE OF COMPETENCE ASSESSED: DIGITAL, COMMUNICATIVE OR LANGUAGE				
Participant	Pre level assessed by trainer	Post level assessed by trainer	In case of improvement, which elements made it possible	In case of considering that there is no improvement, which aspects caused it

PARTICIPANT (insert identification code):

PARTICIPATION		Poor	Fair	Good	Excellent
1.	To what degree do you feel that you have participated in the sessions?				
2.	To what degree were you able to express yourself and talk freely during the sessions?				
3.	How do you feel about the group climate, to what degree was it warm or cold?				
4.	To what degree do you feel that you have established relationships with other participants?				
5.	To what degree do you feel that the contents of the sessions were adapted to your needs and interests?				
6.	To what degree do you feel that the number of sessions, duration and number of participants allowed you to participate and work on your objectives?				
7.	Was there any topic/unit you wanted to work more or less on?	Brief comment from the participant:			
8.	To what degree do you feel that you have improved your communication skills?				
9	To what degree do you feel that this training has helped you improve your knowledge of the local language and the learning of specific work-related vocabulary?				

PARTICIPATION		Poor	Fair	Good	Excellent
	If yes, explain which aspects helped to you achieve that. If not, explain the reasons or aspects that you consider made it difficult for you.	Brief comment from the participant:			
10.	To what degree do you feel that you have improved other soft skills (self-awareness, teamwork, leadership, critical thinking, responsibility, decisiveness, time management, etc.)?				
	If yes, explain which aspects helped to you to achieve that. If not, explain the reasons or aspects that you consider made it difficult for you.	Brief comment from the participant:			
11.	To what degree do you feel that you have improved your digital skills?				
	If yes, explain which aspects helped to you to achieve that. If not, explain the reasons or aspects that you consider made it difficult for you.	Brief comment from the participant:			
12.	What other skills do you think you have improved?	Brief comment from the participant:			

ACHIEVEMENT OF OBJECTIVES AND USEFULNESS

		Poor	Fair	Good	Excellent
1.	To what degree do you think this training helped you define your professional objective and identify the actions, challenges and resources you need to achieve it?				
2.	Do you think that this training provided you with knowledge and skills in entrepreneurship to be able to generate a business idea, plan and develop small businesses?				
3.	Was this training useful to you?				
	Why? In what ways?	Brief comment from the participant:			
4.	What do you think changed in you after the training?	Brief comment from the participant:			
5.	Do you think that this type of training can be useful for other women?	YES		NO	
6.	Generally, has this training met your previous expectations?	YES		NO	
7.	Would you like to participate in other similar training courses?	YES		NO	

Annex 2 - VIA Classification of Character Strengths

Appreciation of Beauty and Excellence: Awe and wonder for beauty, admiration for skill, excellence, elevation for moral beauty.

Gratitude: Thankful for the good, expressing thanks, feeling blessed.

Hope: Optimism, positive future-mindedness, expecting the best & working to achieve it.

Humour: Playfulness, bringing smiles to others, light-hearted – seeing the lighter side.

Spirituality: Connecting with the sacred, purpose, meaning, faith, religiousness.

Bravery: Valour, not shrinking from threat or challenge, facing fears, speaking up for what's right.

Perseverance: Persistence, industry, finishing what one starts, overcoming obstacles.

Honesty: Authenticity, being true to oneself, sincerity without preteens, integrity.

Creativity: Original, adaptive, ingenuity, seeing and doing things in different ways.

Curiosity: Interest, novelty-seeking, exploration, openness to experience.

Judgment: Critical thinking, thinking through all sides, not jumping to conclusions.

Forgiveness: Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt when wronged.

Humility: Modesty, letting one's accomplishments speak for themselves.

Prudence: Careful about one's choices, cautious, not taking undue risks.

Self-Regulation: Self-control, disciplined, managing impulses, emotions, and vices.

Love of Learning: Mastering new skills & topics, systematically adding to knowledge.

Perspective: Wisdom, providing wise counsel, taking the big picture view.

Love: Both loving and being loved, valuing close relations with others, genuine warmth.

Kindness: Generosity, nurturance, care, compassion, altruism, doing for others.

Social Intelligence: Emotional intelligence, aware of the motives/feelings of self/others, knowing what makes other people tick.

Teamwork: Citizenship, social responsibility, loyalty, contributing to a group effort.

Fairness: Adhering to principles of justice, not letting feelings bias decisions, equal opportunity for all.

Leadership: Organizing group activities to get things done, positively influencing others.

Zest: Vitality, enthusiasm for life, vigour, energy, not doing things half-heartedly.

Objectives:
For each session of the workshop it is useful to choose up to 10 words that have special importance or are more difficult for the participants to use or to know. The aim is to make the participants more aware and more capable of dealing with the work field. It is important to assess the language knowledge and accordingly choose the best tool: one is the MEMORY game, the easiest; the second is TABOO, more difficult. An additional individual tool to help remember new terminology could be the use of a simple address book, where each participant could note down the new words learnt, their meaning and the translation in their languages if applicable (the participants would, develop individual HEAL address books).

Materials:
For Memory, 10 words written twice on the cards (tot. 20 cards); for TABOO, 10 cards with the chosen words and other relatable words written below.

Description:
Before each game, the facilitator will explain the meaning of the words (max 10) and explain where to use them in the context.

MEMORY: to memorize the words, the participants can play memory. Each word is written twice, in two cards. The 10 words are then put all together on the table (they will be a total of 20 cards) and the challenge is to turn the cards and remember the positions of the words in order to find the 10 couples.

TABOO: is a perfect game for who is more proficient in the language they need to learn. The game's objective is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card.

Debriefing:
The participants will use the game as a resource, as a tool to memorize and visualize the words and are expected to become more proficient in this particular aspect.

Annex 4 – Teaching material for Unit 1 Session 2 "Development of Technical skills"

Basic technical skills (such as the ability to work with digital tools as well as basic mathematical and analytical skills) are essential in the job market as almost every job relies on some type of tools, programmes and processes. Such "required" skills are necessary for successful performance on the job and are usually assumed by employers. Technical skills can be learned, practiced and improved.

1. NUMERACY SKILLS

Basic numeracy skills refer to the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication.

Tutorial: *https://www.youtube.com/watch?v=TMubSggUOVE*

a) Addition

1) 3 3 1 + 5 8 4	2) 2 4 6 + 6 9 3	3) 2 4 2 + 6 0 4	4) 2 5 8 + 6 1 1
5) 3 3 4 + 5 7 5	6) 3 9 4 + 4 0 7	7) 3 7 5 + 5 0 0	8) 2 5 3 + 7 2 1
9) 4 2 0 + 4 9 3	10) 3 1 7 + 5 7 4	11) 1 9 7 + 5 5 4	12) 2 7 5 + 6 9 6

| 13) | 234
251
+ 267 | 14) | 230
222
+ 399 | 15) | 266
245
+ 391 | 16) | 246
235
+ 350 |

b) Subtraction

| 1) | 571
- 221 | 2) | 966
- 422 | 3) | 549
- 219 | 4) | 997
- 294 |

| 5) | 639
- 220 | 6) | 571
- 181 | 7) | 687
- 257 | 8) | 647
- 240 |

| 9) | 872
- 320 | 10) | 708
- 264 | 11) | 982
- 401 | 12) | 991
- 361 |

| 13) | 958
470
- 138 | 14) | 926
321
- 90 | 15) | 895
413
- 110 | 16) | 925
382
- 125 |

c) Division

1) $4 : 2 =$ 2) $18 : 6 =$ 3) $56 : 7 =$

4) $32 : 8 =$ 5) $16 : 2 =$ 6) $24 : 8 =$

7) $30 : 5 =$ 8) $42 : 6 =$

d) Multiplication

1)
```
    2
x   2
____
```

2)
```
    2
x   5
____
```

3)
```
    8
x   8
____
```

4)
```
    7
x   5
____
```

5)
```
    5
x   7
____
```

6)
```
    6
x   4
____
```

7)
```
   2 1
x    3
_____
```

8)
```
   7 0
x    7
_____
```

9)
```
   9 7
x    8
_____
```

10)
```
   6 3
x    4
_____
```

11)
```
   2 2
x  2 2
_____
```

12)
```
   3 4
x  2 2
_____
```

13)
```
   9 7
x  8 5
_____
```

14)
```
   7 3
x  4 5
_____
```

15)
```
   5 2
x  2 5
_____
```

16)
```
   1 5 7
x      7
_____
```

2. SUDOKU

	9	2	6		7	4		5
5		8			4	2		
	3		9		5		7	8
	1	9		4	3	5		
7	2		5	6			1	3
		3	2	1		9	4	
	8	1			6	7		4
9		7	4	5			8	2
3		5	8	7	2		9	1

3. ANALYTICAL SKILLS / ANALYTICAL THINKING

Analytical thinking is about simplifying the complexity

In analytical thinking you **identify the problem**, **define** it then find out the key information from the data you have gathered. When all this is done you **develop** and create an effective **solution** for the identified problems considering the root cause of the problem. There are **specific types** of analytical skills, including **communication, creativity, critical thinking, data analysis, and research.**

3.1. Five types of analytical skills

The best analytical skills to highlight on a resume depend on the position you're applying for. Here are five skills to consider.

1) Communication

Analysis only goes so far if you can't share and implement your findings. You need to be an effective communicator to discuss the patterns you see and your conclusions and recommendations.

- Problem sensitivity
- Active listening
- Reporting
- Surveying
- Teamwork
- Oral communication
- Written communication
- Conducting presentations
- Etc.

2) Creativity

Analysing information often requires a creative eye to spot trends in the data that others may not find. Creativity is also important when it comes to problem-solving. The obvious solution is not always the best option. Employees with strong analytical skills will think outside the box to come up with effective solutions to big problems.

- Budgeting
- Brainstorming
- Collaboration
- Optimization
- Predictive modelling
- Restructuring
- Strategic planning
- Integration
- Etc.

3) Critical Thinking

Critical thinking refers to evaluating information and then making a decision based on your findings. Critical thinking is what helps an employee make decisions that help solve problems for a company.

- Case analysis
- Causal relationships
- Classifying
- Comparative analysis
- Correlation
- Decision-making
- Evaluating
- Data interpretation
- Prioritization
- Etc.

4) Data Analysis

No matter what your career field, being good at analysis means being able to examine a large volume of data and identify trends in that data. You have to go beyond just reading and understanding information to make sense of it by highlighting patterns for top decision-makers. Analysis of...

- strengths, weaknesses, opportunities and threats
- cost
- finances
- the process
- etc.

5) Research

You must learn more about a problem before you can solve it, so an essential analytical skill is being able to collect data and research a topic. This can involve reviewing spreadsheets, researching online, collecting data, and looking at competitor information.

- Investigation
- Metrics
- Data collection
- Prioritization
- Checking for accuracy

Highlight and provide **examples** of your skills **in** your **resume, cover letter and interviews.**

There are many situations where you can use analytical thinking to improve your life or improve your company. You are probably already using more analytical thinking skills in your daily life than you realize. For example, you invite a few people to dinner and need to figure out how much food you need to get so that you have enough for everyone but not ten times the amount of food you need. Most types of **work require** analytical skills and analytical thinking. Employees who possess these skills can help solve a company's problems and improve its overall productivity and success. You use these skills to solve problems that may not have obvious solutions or that have several variables.

3.2. Solve complex problem by using analytical skills

There are simple and complex problems, and the technique for analysing the data is different in each case. For example: What will you do when your shoes are untied? Of course you will bend down and tie them. A simple problem and a simple solution. But what happens if the problem is not that simple?

Four-steps-method
You can always use a simple four steps method which can help you in solving a complex problem.
Let's go through the four steps:

1) What is the problem? *Identify and define your problem*

For example:
You have to pay the rent, but you lack 50 euros for it.

2) Brainstorm solutions. *Write down minimum 3 solutions*

Following the example:
  a. First solution is to ask the landlord for an extension.
  b. The next one is to ask your boss for a cash advance of 50 euros maybe in exchange for doing an extra shift.
  c. Try to make the landlord lower the rent.
  d. Next would be to say nothing and wait until you have the rent.
  e. The last one would be to ask the landlord if you can pay 50 euro less in exchange for some work maybe around the building.
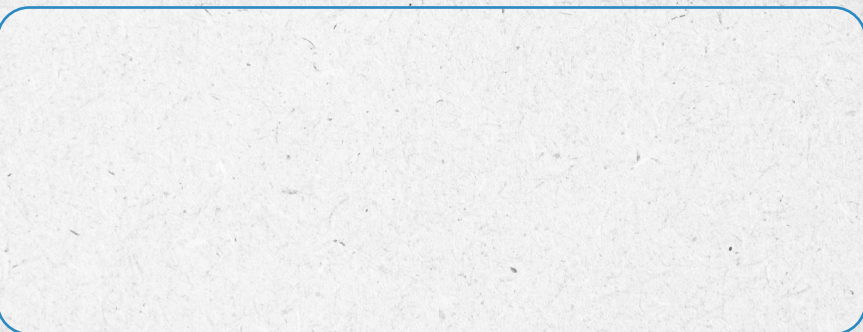
3) Evaluate the solutions. *Evaluate your solutions*

Following the example:

a. First solution is to ask the landlord for an extension. This is something that would be easy to do but it will cost you very much to go ahead and do that and it would be very likely to work. So, let us say you are not sure about this solution.

b. The next one is to ask your boss for a cash advance of 50 euros maybe in exchange for doing an extra shift. That one is pretty easy to do and there is a chance that your boss would say yes and give you an extra shift so that you could earn that extra money.

c. The next one would be to tell the landlord that you are moving and maybe tell the landlord that you cannot afford the rent and that it is too expensive for you and you just cannot stay here anymore. That would be kind of difficult to do and there would be some problems associated with it.

d. Next would be to say nothing and wait until you have the rent. It's pretty easy not to say anything. It is quite likely that this will cause complications and that your landlord will not agree. It could even lead to eviction if you just wait and say nothing.

e. The last one would be to ask the landlord if you can pay 50 euro less in exchange for some work maybe around the building. This would also be quite easy for you to do, and it is not too problematic, and the landlord could actually say "yes".

4) Select one solution. *Select your favourite solution*

Following the example:
You can go with the last one and ask the landlord if you could pay 50 euro less in exchange for some work. If the landlord says „no"

go back to your solutions, evaluate once more and choose a new solution. This time you can go with the extra shift and asking your boss for a cash advance in exchange for an extra shift and there is a high chance that he may say „yes".

When you have a complex problem to solve take the time to do these four steps of analytical thinking. You can go even deeper in the problem solving by using „seven steps of problem solving method":

1) Define the problem
2) Collect your data
3) Analyse the cause
4) Find a solution
5) Evaluate its effects (if it didn't work) -> go back to point 1. / 2. / 3. or 4.
6) (if it worked) ->
7) Standardize your solution as widely as you can
8) Evaluate your process

With this process (4-steps and 7-steps) you will be more likely to come up with a solution that solves the problem and helps the company and yourself.

References:
What Are Analytical Skills? Definition & Examples of Analytical Skills, available at:
https://www.thebalancecareers.com/analytical-skills-list-2063729

Lane Robert (2020): Logic & Analytical thinking: Solve complex problems, become smarter and detect fallacies by Improving your rational thinking, your reasoning skills and your brain power.

4. DIGITAL SKILLS

These skills are defined as a range of abilities to use digital devices, communication applications and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities at large.

*We recommend to teach this session in a location where each participant has access to a computer. However, this material has been developed in a way to support teaching even without the access to computers for all, in which case it would be beneficial to use one computer and a projector for everyone to see.

Microsoft Office

Microsoft Office, or simply Office, is a family of client software, server software, and services developed by Microsoft. Components are for example Word, Excel, Outlook, PowerPoint etc. The following chapter focuses on the basics of Microsoft Word and Outlook.

Word

a. Start a document

It's often easier to **create a new document using a template** instead of starting with a blank page. Word templates come ready-to-use with pre-set themes and styles. All you need to do is add your content. Each time you start Word, you can choose a template from the gallery, click a category to see more templates, or search for more templates online. For a closer look at any template, click it to open a large preview. If you'd rather not use a template, click **Blank document.**
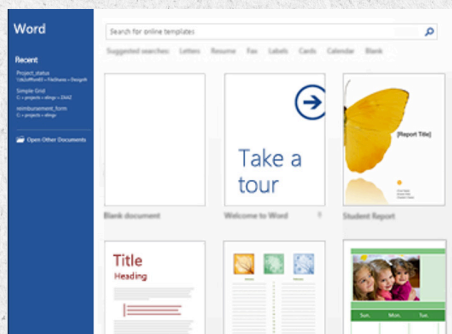
b. Open a document

Every time you start Word, you'll see a list of your most recently used documents in the left column. If the document you're looking for isn't there, click **Open Other Documents.**
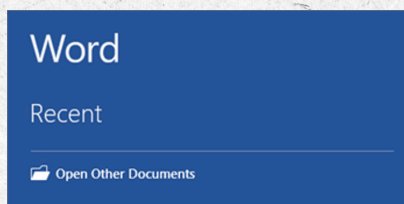
If you're already in Word, click **File › Open** and then browse to the file's location. When you open a document that was created in earlier versions of Word, you see Compatibility Mode in the title bar of the document window. You can work in compatibility more or you can upgrade the document to use Word 2016.

c. Save a document

To save a document for the first time, do the following:

> On the **File** tab, click **Save As.**
> Browse to the location where you'd like to save your document.
  Note: To save the document on your computer, choose a folder under This PC or click **Browse**. To save your document online, choose an online location under **Save As** or click **Add a Place.** When your files are online, you can share, give feedback and work together on them in real time.
> Click **Save**.
  Note: Word automatically saves files in the .docx file format. To save your document in a format other than .docx, click the **Save as type** list, and then select the file format that you want.

To save your document as you continue to work on it, click Save in the Quick Access Toolbar.
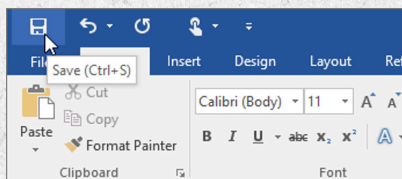
e. Print your document

All in one place, you can see how your document will look when printed, set your print options, and print the file.
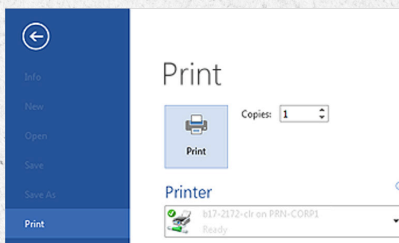
> On the File tab, click Print.

Do the following:
>   > Under Print, in the Copies box, enter the number of copies you want.
>   > Under Printer, make sure the printer you want is selected.
>   > Under Settings, the default print settings for your printer are selected for you. If you want to change a setting, just click the setting you want to change and then select a new setting.

When you're satisfied with the settings, click Print.

Tutorial:
https://www.youtube.com/
watch?v=TxLuuNprjXg

References:
https://support.microsoft.com/
de-de/word

Outlook

a. Create/Add an E-Mail address to Microsoft Outlook

Create a new email address
>   > choose „Get a new email address"
>   > choose „Next"
>   > and then follow the instructions.

Add an email address
>   > Go to „account.microsoft.com"

> Select „Sign in"
> Choose „Create one"

b. Send/Receive an email
> Choose New Email to start a new message.
> Enter a name or email address in the To, Cc, or Bcc field.
> In Subject, type the subject of the email message.
> Place the cursor in the body of the email message, and then start
  typing.
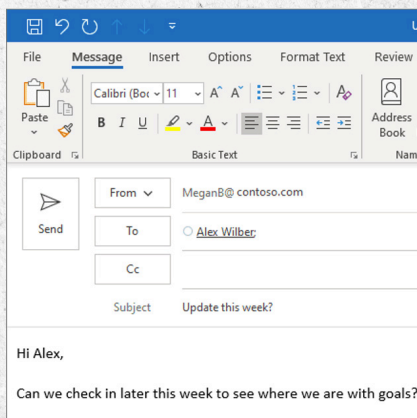
> After typing your message, choose Send.

Tutorial:
https://www.youtube.com/
watch?v=F4VcQYSqktI

References:
https://support.microsoft.com/
de-de/outlook

Research on Google
Go to: *www.google.com*
Search for: „Basics Microsoft Office" > Word / Excel / Outlook / etc.

Tutorials on YouTube
Go to: *www.youtube.com*
Search for: „Basics Microsoft Office" > Word / Excel / Outlook / etc.

Online dictionary and translate tools
Dictionary:
Go to: *https://www.dict.cc/*
Choose language

Translate tools:
Google Translate: *https://translate.google.com/*
Deepl Translator: *https://www.deepl.com/translator* (no Romanian)

How to stay safe on social media:
- Use a **strong password.** The longer it is, the more secure it will be.
- Use a **different** password for **each** of your social media accounts.
- Set up your **security answers.** This option is available for most social media sites.
- If you have social media apps on your phone, be sure to password protect your device.
- Be **selective** with **friend requests**. If you don't know the person, don't accept their request. It could be a fake account.
- **Click links with caution.** Social media accounts are regularly hacked. Look out for language or content that does not sound like something your friend would post.
- Be **careful** about what you **share**. Don't reveal sensitive personal information ie: home address, financial information, phone number. The more you post the easier it is to have your identity stolen.
- Become familiar with the **privacy policies** of the social media channels you use and customize your privacy settings to control who sees what.

- Protect your computer by installing **antivirus software** to safeguard. Also ensure that your browser, operating system, and software are kept up to date.
- Remember to **log off** when you're done.

SOLUTIONS

a) Addition

1)
```
   3 3 1
 + 5 8 4
   9 1 5
```

2)
```
   2 4 6
 + 6 9 3
   9 3 9
```

3)
```
   2 4 2
 + 6 0 4
   8 4 6
```

4)
```
   2 5 8
 + 6 1 1
   8 9 6
```

5)
```
   3 3 4
 + 5 7 5
   9 0 9
```

6)
```
   3 9 4
 + 4 0 7
   8 0 1
```

7)
```
   3 7 5
 + 5 0 0
   8 7 5
```

8)
```
   2 5 3
 + 7 2 1
   9 7 4
```

9)
```
   4 2 0
 + 4 9 3
   9 1 3
```

10)
```
   3 1 7
 + 5 7 4
   8 9 1
```

11)
```
   1 9 7
 + 5 5 4
   7 5 1
```

12)
```
   2 7 5
 + 6 9 6
   9 7 1
```

13)
```
   2 3 4
   2 5 1
 + 2 6 7
   7 5 2
```

14)
```
   2 3 0
   2 2 2
 + 3 9 9
   8 5 1
```

15)
```
   2 6 6
   2 4 5
 + 3 9 1
   9 0 2
```

16)
```
   2 4 6
   2 3 5
 + 3 5 0
   8 3 1
```

b) Subtraction

1)
```
   5 7 1
 - 2 2 1
   3 5 0
```

2)
```
   9 6 6
 - 4 2 2
   5 4 4
```

3)
```
   5 4 9
 - 2 1 9
   3 3 0
```

4)
```
   9 9 7
 - 2 9 4
   7 0 3
```

5)
```
   6 3 9
 - 2 2 0
   4 1 9
```

6)
```
   5 7 1
 - 1 8 1
   3 9 0
```

7)
```
   6 8 7
 - 2 5 7
   4 3 0
```

8)
```
   6 4 7
 - 2 4 0
   4 0 7
```

9)
```
   8 7 2
 - 3 2 0
   5 5 2
```

10)
```
   7 0 8
 - 2 6 4
   4 4 4
```

11)
```
   9 8 2
 - 4 0 1
   5 8 1
```

12)
```
   9 9 1
 - 3 6 1
   6 3 0
```

```
13)    9 5 8        14)    9 2 6        15)    8 9 5        16)    9 2 5
       4 7 0               3 2 1               4 1 3               3 8 2
    -  1 3 8            -    9 0           -  1 1 0           -  1 2 5
       3 5 0               5 1 5               3 7 2               4 1 8
```

c) Division

1) 4 : 2 = 2   2) 18 : 6 = 3   3) 56 : 7 = 8

4) 32 : 8 = 4   5) 16 : 2 = 8   6) 24 : 8 = 3

7) 30 : 5 = 6   8) 42 : 6 = 7

d) Multiplication

```
1)      2          2)      2          3)      8          4)      7
      x 2                x 5                x 8                x 5
        4                 1 0                6 4                3 5
```

```
5)      5          6)      6          7)     2 1
      x 7                x 4                x   3
       3 5                2 4                6 3
```

8)

$$
\begin{array}{r}
7\,0 \\
\times\ \ 7 \\
\hline
4\,9\,0
\end{array}
$$

1. STEP
2. STEP

9)

$$
\begin{array}{r}
9\,7 \\
\times\ \ 8 \\
\hline
7\,7\,6
\end{array}
$$

1. STEP
2. STEP

10)

$$
\begin{array}{r}
6\,3 \\
\times\ \ 4 \\
\hline
2\,5\,2
\end{array}
$$

1. STEP
2. STEP

11)

$$
\begin{array}{r}
2\,2 \\
\times\ 2\,2 \\
\hline
4\,8\,4
\end{array}
$$

1. STEP
2. STEP
3. STEP

12)

$$
\begin{array}{r}
3\,4 \\
\times\ 2\,2 \\
\hline
7\,4\,8
\end{array}
$$

1. STEP
2. STEP
3. STEP

13)

$$
\begin{array}{r}
9\,7 \\
\times\ 8\,5 \\
\hline
8\,2\,4\,5
\end{array}
$$

1. STEP
2. STEP
3. STEP

14)

$$
\begin{array}{r}
7\,3 \\
\times\ 4\,5 \\
\hline
3\,2\,8\,5
\end{array}
$$

1. STEP
2. STEP
3. STEP

15)

$$
\begin{array}{r}
5\,2 \\
\times\ 2\,5 \\
\hline
1\,3\,0\,0
\end{array}
$$

1. STEP
2. STEP
3. STEP

16)

$$
\begin{array}{r}
1\,5\,7 \\
\times\ \ \ 7 \\
\hline
1\,0\,9\,9
\end{array}
$$

1	9	2	6	8	7	4	3	5
5	7	8	1	3	4	2	6	9
4	3	6	9	2	5	1	7	8
8	1	9	7	4	3	5	2	6
7	2	4	5	6	9	8	1	3
6	5	3	2	1	8	9	4	7
2	8	1	3	9	6	7	5	4
9	6	7	4	5	1	3	8	2
3	4	5	8	7	2	6	9	1

Annex 5 – List of types of professional interests with example jobs

1. Care for, cure, educate, raise, cultivate.
Example jobs: geriatric assistant, home care professional, classroom assistant, teacher, farmer, nurse, beautician, domestic worker, gardener...

2. Handle, build, assemble and disassemble, repair.
Food handler, factory worker, instrument repairer, appliance repairer, mechanic, seamstress, woodworker, cobbler, bricklayer, computer specialist, electrician, sound technician...

3. Calculate, measure, work with numbers.
Seamstress, salesperson, architect, accountant, clerk, salesperson, publicist, pharmacist, economist, businessperson, stockbroker...

4. Guide, direct, govern, order.
Tour guide, businessperson, politician, orchestra conductor, lawyer, traffic officer...

5. Create, investigate, discover, invent.
Chemist, industrial engineer, architect, illustrator, artist, sculptor, writer, researcher, biologist...

6. Jobs that require great precision and accuracy.
Chemist, health professional, laboratory assistant, bench jeweller, watchmaker, biologist, pharmacist, restorer, builder, designer...

7. Protect, accommodate, serve, treat.
Biologist, social worker, health professional, psychologist, educator, security guard, police officer, geriatric assistant, physical therapist, veterinarian, home care professional, conservation officer, museum employee...

8. Help, serve, advise.
Librarian, nurse, doctor, social worker, psychologist, professor, waiter, concierge, career counsellor, psychiatrist, lawyer...

9. Write, draft, translate, copy.
Writer, linguist, secretary, translator, interpreter, clerk, editor, scriptwriter, journalist, historian, data recorder, socio-cultural mediator...

10. Trade, sell, exchange.
Salesperson, telemarketer, publicist, pharmacist, economist, businessperson, stockbroker...

11. Guide, accompany, channel.
Psychologist, educator, librarian, documentarist, teacher, social worker, public relations agent, journalist, home care professional, health worker, street educator, socio-cultural mediator...

12. Work with people, discuss, receive.
Hairdresser, telephone operator, psychologist, publicist, journalist, announcer, salesperson, public relations agent, secretary, convention assistant, teacher, reporter, tourism professional, waiter, receptionist, concierge...

13. Work outdoors, travel, run.
Coach, athlete, gardener, tourism professional, street sweeper, biologist, forestry engineer, agricultural engineer, farmer, pilot, bricklayer, taxi driver, chauffeur, tour guide, fisher, florist...

14. Convince, talk, give speeches.
Politician, lawyer, economist, psychologist, salesperson, publicist, trainer, journalist...

15. Be listened to, cheer, make others cry or laugh.
Artist, actor (theatre, cinema...), comedian, politician, musician, announcer, trainer...

16. Work quietly and in private.
Meteorologist, bench jeweller, ceramicist, chemist, analyst, physicist, writer, illustrator, painter, computer specialist, mathematician, statistician, clerk, archivist...

17. Draw, paint, decorate, sculpt.
Architect, decorator, painter, ceramicist, graphic artist, designer, fine arts specialist, restorer, illustrator...

18. Make noise: sing, read music, play instruments.
Musicologist, singer, pianist, guitarist, musician...

19. Be seen, show yourself, express yourself.
Actor (theatre, cinema...), model, politician, narrator, teacher, professor, speaker, dancer...

20. Watch, inspect, oversee.
Private detective, police officer, forestry officer, museum guard, museum employee, concierge, accountant, inspector...

21. Archive, clean, organize, classify, discuss.
Librarian, decorator, secretary, computer specialist, statistician, archivist, telephone operator, clerk, maid, domestic worker...

22. Food: cultivation, analysis, composition, health.
Dietitian, agricultural and food engineer, biochemist, food technology specialist, health worker, farmer...

23. OTHERS?

Annex 6 – Planning a professional project - Table

GENERAL OBJECTIVE	

GOALS	STEPS	TIME	RESOURCES	EVALUATION
SPECIFY SHORT-, MEDIUM- AND LONG-TERM GOALS	STEPS AND ACTIONS TO TAKE TO ACHIEVE GOALS (get informed, complete training, internships, etc.)	AVAILABLE TIME AND REQUIRED TIME	PERSONAL (time, skills, etc.) and EXTERNAL (social and support resources, contacts, etc.)	(When and how to certify that the objective has been fulfilled)

Annex 7 – SWOT analysis template

STRENGTHS	WEAKNESSES

OPPORTUNITIES	THREATS

Annex 8 – Business Model Canvas

Business Model Canvas

Designed for:	Designed by:	Date:	Version:

Key Partners

Key Activities

Key Resources

Value Propositions

Customer Relationships

Channels

Customer Segments

Cost Structure

Revenue Streams

Annex 9 –
Template for Action Plan

Now write your own action plan MY OBJECTIVE IS: **TO ACHIEVE THIS I NEED TO:** List the steps you need to take. Be detailed and specific (not "I'll contact some employers", but "Find email addresses of 5 local employers who have marketing departments & contact them"	**Date I expect to complete this step by**	**My reward for completing this step will be**
I will tell my plan to:		
I will start my action plan on (date):		
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		
What problems am I likely to face? What will I do to overcome these?		

Building in rewards for completing the steps in your plan

STEP 1: *Some nice chocolate*
STEP 2: *More chocolate!*
STEP 3: *Time in gym to burn off chocolate!*
STEP 4: *Book by favourite author*
COMPLETION: *Meal out with friends to celebrate!*

It's a good idea to think of a small reward to give yourself for completing each step above to keep you motivated. The bigger the step, the larger the reward could be.

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