

LIMA

LIFE  
MANAGEMENT  
SKILLS

# LIMA

LIFE MANAGEMENT SKILLS

## Toolkit



Unternehmen für Bildung.



Education and Culture

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2007

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## I. GENERAL

### What is LIMA?

#### BACKGROUND:

In each partner's country there are groups at risk who are threatened with social exclusion. Most of these people have a very low level of education and an instable position in the labour market, i.e. they switch frequently from employment to unemployment. This happens not only because of their educational deficits but also because of the lack or insufficient use of life management skills (knowledge about their rights, possibilities of counselling and health services, learning opportunities — improvement of basic skills and language, etc.). Despite training and counselling opportunities offered by the partners' institutions, they are mostly short-term employed and go back to their "passive" role again.

Since the Lisbon Council (2000) and Commission's Memorandum on Long Life Learning there has been a widespread consensus that high quality guidance provision throughout life is a key component of the European education, training and employability strategies.

Therefore the project aims at enhancing the training of the trainers who work with people with low education level and enable them to counsel and train their course participants in a more effective way.

Apart from this primary project target group (teachers, trainers and counsellors from all partners' organizations being involved in training and counselling of people with low level of education), the training participants from each partner's organization are the beneficiaries of the project.

A holistic approach is an answer for designing a more successful and individual-centred training and counselling provision for people with low level of education. The acquired life management skills should enable the participants to feel responsible for their lives and participate actively in our society taking advantage of life long learning possibilities. Sharing the ideas and best practices between project partners will enable the trainers to improve and modify their training concepts and curricula.

#### PARTNER ORGANIZATIONS:

- Associação de Mulheres Contra a Violência (AMCV) – Portugal
- Berufsbildungswerk Gemeinnützige Bildungseinrichtung des DGB GmbH (bfb) – Germany
- Fundación Asistencial Mujeres (FM) – Spain
- General Workers' Union (GWU) – Malta

#### PROJECT TOPICS:

- Life management skills / basic skills
- Train the trainers
- Holistic approach based training methodology

#### GENERAL AIMS AND OBJECTIVES:

- To create a co-operative working partnership in 4 European countries
- To share expertise and models of best practice in working with people with low qualifications, who tend to switch frequently from employment to unemployment mostly because of insufficient use of life management skills
- To design and test new training methodologies

- To improve the trainers competences and skills according to the needs of the new training

#### TARGET GROUPS:

- Teachers / trainers / counsellors from the partner organizations involved in the training of people with low qualifications
- Trainees of each partner organization

#### DURATION:

- 24 months (August 2005 – July 2007)

#### ACTIVITIES:

- Transnational meetings
- Study visits
- Study visits evaluation
- Elaboration of Case Analysis
- Training workshops
- Training workshops evaluation
- Elaboration of the Toolkit
- Elaboration of reports

#### EXPECTED IMPACT ON LEARNERS:

These learners, who are simultaneously staff (trainers/ teachers / counsellors) have a unique and fundamental role in this projects - they are involved since

the beginning by:

- Participating in the project meetings
- Visiting all partner institutions in order to get to know their way of working, their training methodologies, their best practices
- Evaluating, by applying, the innovative methodologies they have seen in the other partner organisations and, following this, analysing their training needs
- Being trained in their training needs
- Developing a new, holistic and innovative training methodology that will be written and published

## Lifelong learning and basic skills

The world is rapidly changing and these changes open the doors of progress to the European citizens, presenting them with vast new opportunities in terms of communication, travelling, information and communication technologies (ICT), leading us to a wider knowledge-based society.

Yet, this progress also represents important challenges to the citizens. We must keep in mind that the knowledge-based society, along with all its benefits, also brings us considerable risks in which concerns inequalities and social exclusion, as today's competitive society demands higher knowledge, competences and skills from its citizens.

The correlation between poor basic skills such as literacy and social exclusion has been highlighted by the European Basic Skills Network (EBSN). According to this network, “on average adults with poor skills earn lower wages and experience unemployment more frequently than those with higher levels of initial skills”.<sup>1</sup> Being so, it is reasonable to believe that higher

levels of education make an important contribution to reducing inequalities and preventing marginalisation. Nevertheless, data revealed by the European Commission in its 2002 “A European Area of Lifelong Learning” shows that in 2000, the proportion of 25-64 years old in the EU having attained at least upper secondary level education was just 60.3%<sup>2</sup>.

EBSN also stated that “those with poor basic skills are less likely to participate in a community activity, and also likely to vote”<sup>1</sup>, which leads us to the conclusion that basic skills have a fundamental role in promoting active citizenship and in supporting democracy.

The European Councils in Lisbon and Stockholm highlighted the importance of improving basic skills through adequate education and lifelong learning policies. The “new basic skills” areas identified by the Lisbon European Council concern ICT, technological culture, foreign languages, entrepreneurship and social skills, followed by a more detailed list in the 2005 Proposal for a Recommendation of the European Parliament and of the Council on Key Competences for Lifelong Learning<sup>3</sup>:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Interpersonal, intercultural and social competences and civic competence;
7. Entrepreneurship, and
8. Cultural expression

According to the Commission of the European Communities<sup>3</sup>, “Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and ICT is an essential foundation for learning, and learning to learn supports all critical thinking, creativity, initiative taking, problem solving, risk assessment, decision taking, and managing feelings constructively play a role in all eight key competences”.

The growing demand for citizens to acquire the knowledge and competences necessary both to tap into the benefits, and to meet the challenges of the knowledge-based

society was the reason that made the Lisbon European Council confirm lifelong learning as a basic component of the European social model.

However, the High Level Group on the Lisbon Strategy highlighted, in 2004 that “far from enough is being done in Europe to equip people with the tools they need to adapt to an evolving labour market, and this applies to high- and low-skilled positions”. According to the Commission of the European Communities, “Adult participation in education and training is growing only by 0.1-0.2 percentage points a year which will not lead to achieving the reference level of 12.5% by 2010. Moreover, data show that low skilled people are less likely to participate in further training, making it harder to support those who need it most”.<sup>3</sup>

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1 – European Commission. Directorate-General for Education and Culture. Implementation of “Education & Training 2010” Work Programme. Progress Report of the Working Group “Basic Skills, Entrepreneurship and Foreign Languages”. November 2003

2 – European Commission. Directorate-General for Education and Culture; Directorate-General for Employment and Social Affairs. A European Area of Lifelong Learning. 2002.

3 – Commission of the European Community. Proposal for a Recommendation of the European Parliament and of the Council on Key Competences for Lifelong Learning. 2005.

## II. BASIC MODULE

### Topic 1 – Self empowerment

**Exercise 1: Story telling (bfw)**

**Exercise 2: Five characteristics (AMCV)**

**Exercise 3: A fairly unusual letter (FM)**

In this chapter we present four different good practices in Self-empowerment field which could be one, just one, of the different steps to improve social, economic and political status of disadvantaged groups of people.

Working from self-empowerment approach means, among different issues, to go deeper on people beliefs and change them.

To experience a situation of disadvantage creates a strong system of beliefs in which people see inside themselves less abilities and capacities than other groups of the community, and this works also as a limit of their personal and professional development.

This kind of effects could be avoided by the implementation of different strategies.

One of these could be to show people that they have a lot of

abilities and competences that they are not used to assess by themselves and, that finally could be reoriented into professional and personal “new” life. Inside this kind of strategies we present the exercise “STORY TELLING”.

Secondly, we present the exercise “FIVE CHARACTERISTICS” which aims to raise awareness how violence works from victims’ point of view. It is necessary to rethink about what Kind of feelings violence produces to make professional and trainers empathic with the victims.

Another way to work Self-empowerment with disadvantaged groups of people is to analyze the influences of stereotypes and social expectations on our social and professional development. Only when someone has a critical attitude on its own social role this could be changed. In this ground we propose “A FAIRLY UNUSUAL LETTER” from Gender Theory background.

## Exercise 1 : Story telling (bfbw)

### IN BRIEF:

Show the whole group on the basis of one example how to “deduce” individual strengths from a personal story. Then work in small groups on developing a strength profile of every participant with regard to their individual competencies followed by supplementary remarks of the trainer.

### AIMS:

Developing a strength profile of every participant in a short time. Experience shows that after telling two or three stories the discovered strengths are repeated by the participant.

### METHOD:

Group work/ feedback/ discussion/ theoretical background

### TECHNICAL AIDS:

Pens and paper, flip chart and pens

### TIME:

Introduction by trainer: 10-15 minutes, group work: 5 minutes per story, sum up: 10 minutes

### ACTIVITY DESCRIPTION:

In a first step the group members should think of a situation in which they performed very well. It does not matter whether it occurred recently or a longer time ago. It can be a situation from their private or professional life. The most important thing is that they played a significant role here and that they were satisfied with their performance, independently from the opinion of other people.

### IMPORTANT:

On the basis of one example coming from the group the participants tell a story and practise how to “deduce” strengths. It makes sense to ask the participants to summarise the story with the help of keywords.

Then the group splits up into smaller groups of each 4-5 persons. All participants tell a concrete story (one participant after another). Every participant has about 5 minutes for telling his story. Afterwards all participants bring together all abilities which were necessary to act in the way described by the narrator. The person who told the story writes down literally each “deduction” without any comment in a list



(about 5 minutes).

It is convenient to do this exercise twice and let the participants tell two stories, one from his/her private and one from the professional life. After the first round it is good to have a short break.

#### NOTE FOR THE TRAINER:

The purpose of this training tool is for the participants to realise about their individual competencies gained from experiences within the work surrounding or in daily life.

The term “competencies” includes all social, professional and methodological abilities that enable people to act in order to solve different parts of a overall task (e.g. ability to manage time, ability to manage know-how). Professional and private competencies put people successfully a position to enter and remain in the labour market.

Many people especially those being disadvantaged have a rather limited self-concept with regard to own competencies and the ability to gain new competencies.

People learn whenever they act – no matter what they do. But usually people are only aware of their formal recognised competencies. The method “Story telling” strengthens self-awareness regarding informal competencies that are normally taken for granted and are not valued adequately even though they are essential for a successful life management.

Adapted from: Stoffel/ Daniel/ Aumüller/ Berger, Laufbahn-Selbstmanagement. Ein Praxismanual für Fachleute der Erwachsenenbildung zur Gestaltung von ressourcenorientierten Trainings mit Gruppen. Mannheim 2004



## Exercise 2: Five characteristics (AMCV)

IN BRIEF:

Simulation of a violence situation through a symbolic context

AIMS:

Raising Awareness to the issue of Violence (against Women).  
Rethinking our own attitudes towards violence, victims of violence and perpetrators

#### METHOD:

Individual work/ feedback and discussion in group/ theoretical background

#### TECHNICAL AIDS:

Pens and 5 pieces of paper per participant, flip chart and pens

#### TIME:

Depends on the number of participants (1 1/2 hours).

#### ACTIVITY DESCRIPTION:

All the participants receive 5 pieces of paper

- The participants will be told to write down in each paper piece one positive characteristic or something they like about themselves (5 total) and fold the papers in two
- After everyone has filled all the five paper pieces, the participants will be commanded to throw one of the characteristic on the floor
- After everyone has thrown one of their own characteristic, the participants will be instructed to lift one hand with the remaining 4 paper pieces, like play cards
- In a rough way the trainer will snatch away two of the paper pieces of each participant (the surprising effect is very

important!!!)

- Very important: None of the pieces of paper with the personal characteristics will be opened and read!!!

Afterwards the trainer asks the participants:

1. In your opinion what happened here?
2. What did you feel when filling in the five characteristics? Was it hard/easy? Why?
3. What did you feel when you were forced to throw one of your own characteristic? Why?
4. What did you feel when two of your characteristics were violently snatch away? Why?
5. Did you feel differently from n° 3 and n° 4? Why?

Answers should be written down on the Flipchart so everyone can see.

The group discusses their experiences and feelings, their options, etc.

#### NOTE FOR THE TRAINER:

Issues do discussion/ brainstorming:

- Violence and violent contexts
- Are we all potential victims?
- Self esteem and empowerment

- Respect towards the others/ choices
- Society norms and expectations: how we were brought up as children
- Awareness of the feelings of women in violent relationships/ victims' perspective
- Strategies of the abusers

Adapted from: Basic Training Model "Domestic Violence" by AMCV; source Elaine Parry & Cath Foulds, Avenues Project, Self-Help Groups Workshop, June 2000

## Exercise 3: A fairly unusual letter (FM)

### IN BRIEF:

Read "A fairly unusual letter" and rethink and analyze about expected gender roles in society.

### AIMS:

View and reassess the hidden work carried out by women in a domestic setting.

### METHOD:

Form pairs and issue a copy of the letter to each pair in the group; they should read it and answer the questions; these answers are then aired in a plenary session.

### TECHNICAL AIDS:

A copy of the letter per person and pens.

### TIME:

45 minutes

### ACTIVITY DESCRIPTION:

#### LETTER FROM A GOOD MOTHER ESCAPING FROM HOME

"Dear everyone:

I'm leaving. I hope it won't be permanent.

I'll ring you from time to time. I know you'll all say "But Mum, how we miss you!". I'll come back when you have taken my apron over and the gap that I left in the kitchen has been filled, when you no longer need an intermediary to talk to your father, or a couple of extra Pounds to see you through Sunday, or any other day for that matter; when you have learned how to iron a shirt or no longer care if your shirts are wrinkled. I was understanding of course, but now I'd like to have something that the rest of you would understand, or maybe would not understand, I don't know if I'm making myself clear. What's more, you will have to find where I've hidden the

mothballs first. When you've found them you will have the secrets of the home in your possession for ever. Only then will you be able to ask yourselves whether I am of interest to you, even if its only to see how I've been getting on. Me, not you. From that day on, if I ring you, you can invite me out for a drink.

I love you

Mum.

P.S: Of course I liked the practical presents. That was the problem. I liked them."

#### QUESTIONS:

- The mother who wrote the letter will be missed. What do you think the reasons are that will make her be missed? Do you think they have anything to do with her leaving?
- What do you think the lady in the text is referring to when she says that she'd "like to have something that the rest of you would understand, or maybe would not understand"?
- Make a list of the presents that you have given your mother and another list of the presents that you have given your father. Were

the presents to your mother for her or for the home? And those to your father? Have you ever thought of giving your father a food mixer? Why/why not?

- What could you do so that your mother doesn't feel like the mother in the letter?

#### EXPECTED OUTCOMES:

Raise awareness about gender expectations.

#### NOTE FOR THE TRAINER:

The moderators will take the fundamental ideas relating to the questions and the answers given, and these will form the basis of the debate.

## Topic 2 – Social Skills

**Exercise 1: Building a square  
– challenge teamwork and  
communication (bfw)**

**Exercise 2: Communication  
skills (GWU)**

**Exercise 3: What is a team?  
(GWU)**

**Exercise 4: Human body  
(AMCV)**

**Exercise 5: Warming up:  
“What impression do you  
give here?”**

**Exercise 6 (soft skills):  
Marrakesch**

**Exercise 7 (soft skills): This  
can be your case**

**Exercise 8: Ending: Feedback**

This section focuses on Social Skills which are crucial to everyday life management as well as being important skills for the labour market.

Integration, both in the labour market as well as in the personal life is very important for the individual as well as for society as a whole.

Apart from having to cope with increased vocational training and adult and further education and a complex and insecure labour market, people need skills such as effective communication and working in teams. Although these

skills might seem simple the target group of the project might be lacking in self-esteem which might lead to problems in communication and thus they have to be trained in the self-awareness which is necessary for them to progress to integration. This self-awareness which will lead to a grasp of social skills might be the key to entering or re-entering the labour market and staying in it.

The four exercises presented in this section are effective tools to assist people to develop their social skills. Their user-centred approach makes it possible to create self-awareness and increase self-confidence and thus to integrate both in society as well as in the labour market.

## Exercise 1 – Building a square - challenge teamwork and communication (bfw)

### IN BRIEF:

Explain the rules of the exercise to the whole group with regard to the behaviour of the participants during the group work. Then work in small groups on building squares until all participants have finished followed by supplementary remarks of the trainer and feedback of the participants.

### AIMS:

Reflecting and observation of group mechanisms and behaviour of individual participants in teamwork situations. Experience shows how important communication and listening skills are and how important teamwork is to fulfil a task.

### METHOD:

Group work/ observation/  
discussion/ theoretical background

### TECHNICAL AIDS:

5 squares cut into pieces (see template 1); 5 envelopes with different pieces of these 5 squares

(see template 2), one big envelope to put all 5 envelopes inside.

### TIME:

Small groups compete against each other; the exercise is over as soon as one of the groups has succeeded in forming all five squares.

### ACTIVITY DESCRIPTION:

The small groups sit down around a table in groups of 5 participants each. The trainer puts one closed big envelope on each table. There are five smaller envelopes inside. Every group member receives one of these smaller envelopes. Additionally the trainer chooses 2 participants to observe each small group while these are building the squares.

Then the trainer introduces the exercise: he explains that all participants will receive one envelope with different formed pieces in each of the envelopes and they have the task to form a square out of these pieces. The task is completed as soon as all five persons in the group have formed an equally shaped complete square lying in front of them.

**DURING THE TASK THE FOLLOWING RULES HAVE TO BE CONSIDERED:**

- No one is allowed to speak.
- No one is allowed to ask another person for a missing piece.
- If you want you can put pieces in the middle of the table.
- Each person may take pieces from the middle of the table but nobody may assemble pieces in the middle of the table.
- You are not allowed to help another person to construct the square.

The observers are given the task to watch the teamwork process as well as the behaviour of the single participants and note the things he notices.

After the first group has finished the task the whole group reflects the exercise. First the players have the chance to say how they liked the exercise and how they felt during the exercise; afterwards the observers share their impressions regarding the individual and group behaviour. At the end the trainer gives a feedback to the groups and explains the theoretical framework of successful teamwork and communication in a team.

**NOTE FOR THE TRAINER:**

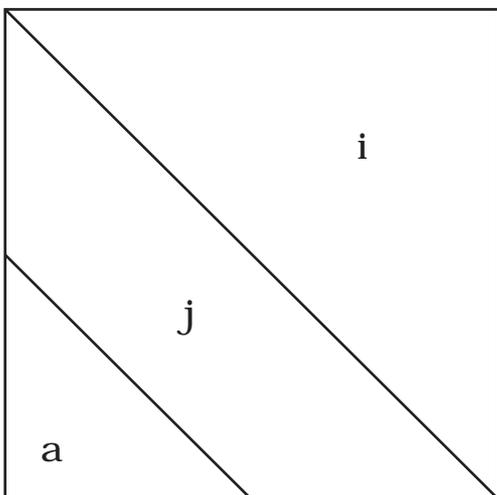
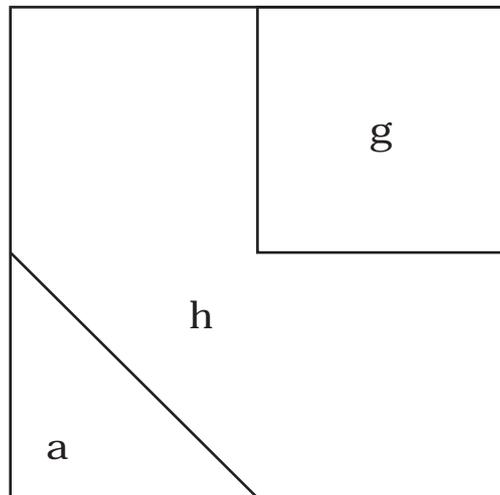
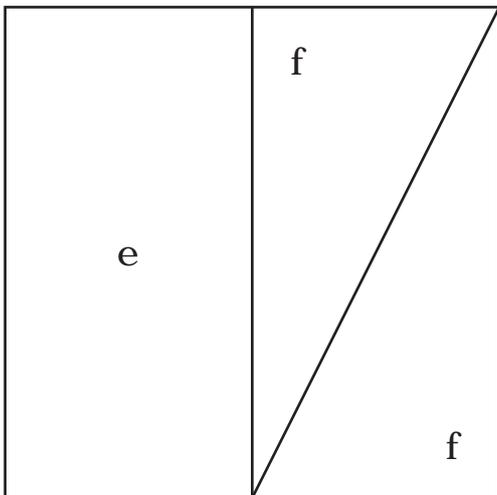
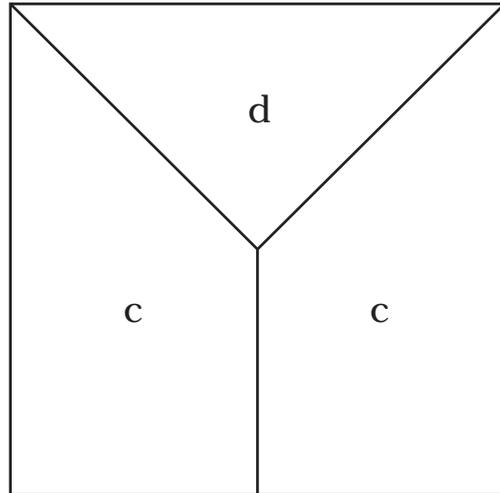
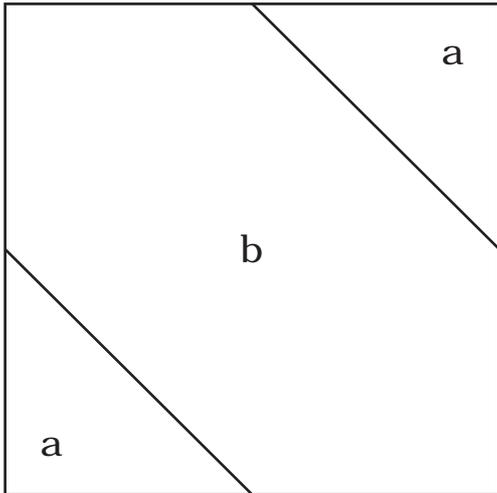
The exercise is a very effective way in order to illustrate the importance and challenges regarding teamwork and communication like:

- Listening carefully to instructions will enable you to fulfil a given task properly.
- Effective teamwork means to work together on solutions in order to cope with a problem.

So groups manage to fulfil the task within a very short time, others do not succeed at all as they cannot cope with the exercise and the situation.

# HANDOUT 1

## Template for the squares



## HANDOUT 2

# Template for the envelopes

Each envelop has to conclude the following pieces:

- Envelop 1: i, h, e
- Envelop 2: a, a, a, c
- Envelop 3: a, j
- Envelop 4: d, f
- Envelop 5: g, b, f, c

## Exercise 2 – Communication skills (GWU)

### IN BRIEF:

Trainer starts by doing an exercise with the group. Following this exercise, communication skills are analysed and a presentation on good communication is given by the trainer.

### AIMS:

Understanding good communication skills.

### METHOD:

Group work/discussion/theoretical background

### TECHNICAL AIDS:

Powerpoint presentation

### TIME:

Group work: 30 minutes, overall 2 hours

### ACTIVITY DESCRIPTION:

The trainer asks for a number of volunteers who have to go outside the room. The trainer tells a short story to the first participant who is outside the room. This participant will in turn tell the story to another

participant. The first participant then enters the room and tells the story to the whole group. The second participant will then tell the story to another participant, and the second participant will then tell the story to the whole group. This is repeated until all the participants who have left the room would have told their story to the whole group.

The rest of the group has to observe what happens, i.e. if there are any differences in the story and so on.

When this exercise is finished the trainer proceeds to give a presentation on good communication skills linking such with what has happened in the exercise and how certain mistakes can be avoided.

### NOTE FOR THE TRAINER:

Usually a lot of details are left out and some facts are even distorted. This shows that many people lack communication skills which are of utmost importance both at the workplace as well as in everyday life.

By using a practical exercise as an example the participants are likely to realize where they are making

mistakes thus making the theoretical background via the powerpoint presentation more effective.

## Exercise 3 – What is a team? (GWU)

### IN BRIEF:

Trainer gives a presentation on what makes a good team. Following this presentation a team building exercise is carried out with the participants.

### AIMS:

Understanding the dynamics of what makes a good team.

### METHOD:

Group work/discussion/theoretical background

### TECHNICAL AIDS:

Powerpoint presentation, coloured tape

### TIME:

Overall 1 hour

### ACTIVITY DESCRIPTION:

The participants are given a presentation by the trainer of what makes a good team. This presentation will introduce the notion of team working and team building and will also serve as a discussion on the matter.

Following this presentation, the group is taken to another room where there are 48 boxes arranged with coloured tape. The group is split into 3 – Group A, Group B and the observers who have to evaluate the dynamics of each group. Groups A and B have to find out the hidden route in the boxes.

The Observers are given an evaluation sheet which they will use to evaluate the team spirit in Groups A and B.

Once both Groups have finished the route, the observers discuss the evaluation. The trainer points out what can be improved in the team dynamics referring to the presentation given at the beginning of the exercise.

### NOTE FOR THE TRAINER:

The trainer has to evaluate what is happening within the group

dynamics and at the end of the exercise what happens is to be linked with the presentation which was given in the beginning, highlighting good points and pointing out what could be done to create better team dynamics.

Usually the participants in the team would not have met before, or else they would have met for the training and thus it is interesting to see what can be achieved by a relatively new team, the participants of which tend to be strangers to each other.

mistake s/he has to start from the very beginning.

Time stops running all the members in the group pass successfully from one side to the other.

Record time was of 3 minutes.

22

### INSTRUCTIONS TO PARTICIPANTS:

In front of you there are a number of boxes (note for the trainer: usually coloured tape is used, the sole aim of using coloured tape is to confuse the participants because there is no need for it to be coloured).

Hidden in these boxes there is a route.

You have to find this route.

Every time you step on a box I will tell you if it is correct or not.

Every time someone makes a

# HANDOUT 1

	14				
		13			
	12				
11			8	7	
	10	9			6
			3		5
		2		4	
	1				

## HANDOUT 2

### Evaluation sheet for observers.

Circle the number which most reflects what you feel.

1 = Very much  
2 = Yes  
3 = So and so

4 = Not a lot  
5 = Not at all

1. The objectives of the team are clear and consistent.  
1                      2                      3                      4                      5
2. The leadership style helps to create unity in the team.  
1                      2                      3                      4                      5
3. All the members of the team are ready to support each other.  
1                      2                      3                      4                      5
4. Members communicate openly without any hidden agendas.  
1                      2                      3                      4                      5
5. Members tackle misunderstandings in an open way and without allowing these to accumulate.  
1                      2                      3                      4                      5
6. There is a spirit of cooperation more than competition in the team.  
1                      2                      3                      4                      5
7. Members know and are sensitive to each other.  
1                      2                      3                      4                      5
8. The team managed to strike a balance between achieving results and maintaining a good relationship.  
1                      2                      3                      4                      5
9. The members of the team accept differences in opinions, personality and ideas.  
1                      2                      3                      4                      5
10. The members of the team exchange ideas and opinions to create new and creative methods in order to solve problems together.  
1                      2                      3                      4                      5
11. The team has a good structure which helps in communication and teamwork.  
1                      2                      3                      4                      5

## Exercise 4 – Human body (AMCV)

### IN BRIEF:

Familiarisation: introduction exercise makes it possible to gain an impression of the participants. It allows the participants to form an idea of what they hope to get out of the session (expectations). It serves also to establish a relationship between the trainer(s) and the group.

Examining questions relating to the participants and their areas of competences.

### AIMS:

To introduce and sharing the participants expertises, experiences and believes about the training theme (violence against women)

To reappraise one own attitudes

### METHOD:

Individual work/ feedback and discussion in group/ theoretical background

### TECHNICAL AIDS:

Pens and paper, flip chart and pens, chart of the human body (Handout 1)

### TIME:

Depends on the number of participants. (1 1/2 hours)

### ACTIVITY DESCRIPTION:

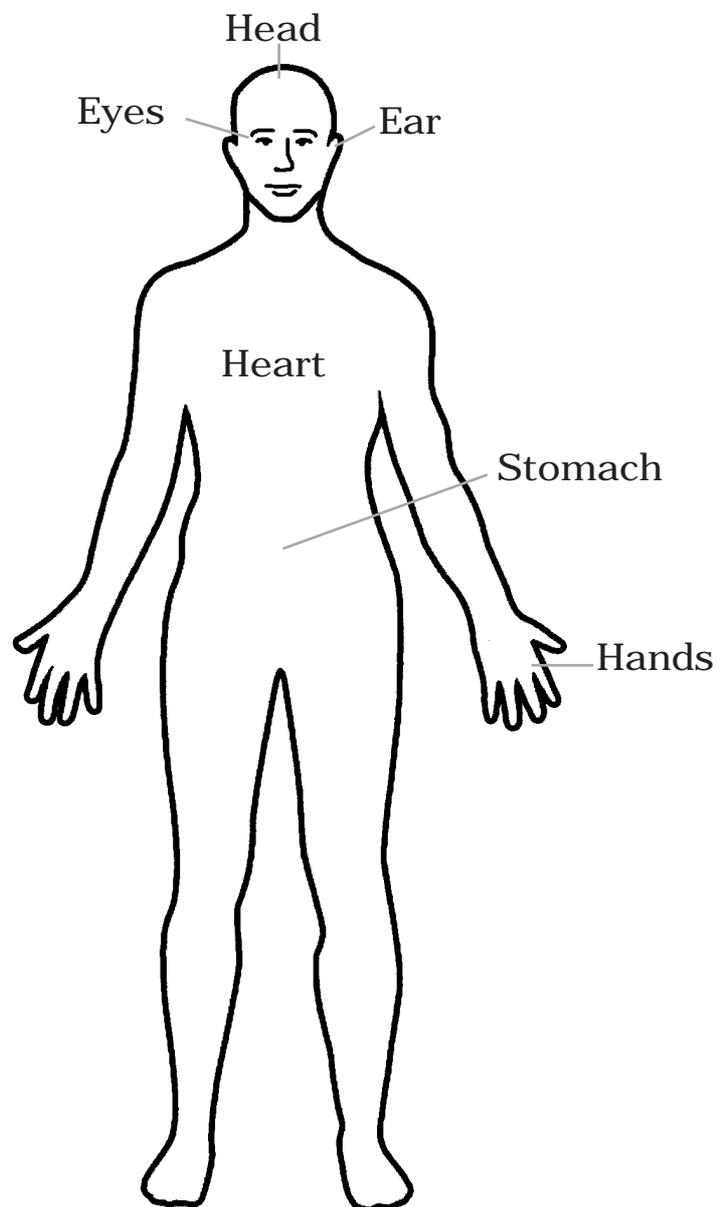
All the participants receive a chart of the human body in which they will individually write their answers

- Hands: What skills have you already acquired with regard to supporting battered women
- Head: What do you already know about the issue of violence
- Ear: What have you heard about the issue of violence
- Eyes: What have you observed about the victims/survivals, what is your personal view
- Heart: What are you prepared to give them from your heart
- Stomach: What, in your opinion, is an important issue for discussion during the training seminar
- After everyone has filled in a chart, the participants can introduce themselves by presenting their answers

Adapted from: Wave Training programme on violence against women. Source: Van der Vlugt/ TransAct, Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld I de relatie, Utrecht 1998

# HANDOUT 1

- 1) Hands: \_\_\_\_\_
- 2) Head: \_\_\_\_\_
- 3) Ear: \_\_\_\_\_
- 4) Eyes: \_\_\_\_\_
- 5) Heart: \_\_\_\_\_
- 6) Stomach: \_\_\_\_\_



## Exercise 5: Warming up: “What impression do you give here?”

### IN BRIEF:

Every participant becomes aware of their own situation and mental state at the moment and think of what she/he would like to transmit to the group. The participants formulate their expectations of the seminar and feel themselves welcome.

### AIMS:

To initiate a group feeling, to reflect on the own attitude and views and make aware of them through formulations. To feel integrated and welcome. It is the first opening to the other participants. New participants get in contact to the group.

### METHOD:

Conversation round sitting in circle.  
Technical aids: chairs, tables, undisturbed atmosphere.

### TECHNICAL AIDS:

Chairs, tables, undisturbed atmosphere.

### TIME:

2 to 3 minutes per participant.  
Altogether: 20 to 30 minutes

### ACTIVITY DESCRIPTION:

The participants introduce themselves to each other, tell about their occupations and the expectations they have of this seminar. The participants, that already belong to the group for a longer time, tell about how they got on since their last meeting with the group, their experiences, why they are here and what they wish.

### IMPORTANT:

All participants are allowed to talk, anybody will be interrupted even when it takes long time. There is no critical remark or explanation. In the case of mentioned problems on the part of the participants, it is not permitted to look for solutions or to enter into discussions. No participant will be forced to tell something. The round is absolutely voluntary.

### NOTE FOR THE TRAINER:

The trainer's main task will be to take care of the maintaining of the conversation rules. The participants will not be interrupted, put under pressure or offended. The trainer

assumes the role of the mediator and ensures that every participant feels integrated and welcome.

**SOURCE:**

El-Hachimi, Mohammed (2000):  
SpielArt: Konzepte systemischer  
Supervision und  
Organisationsberatung;  
Instrumente für Trainer und  
Berater. Göttingen: Vandenhoeck &  
Ruprecht.

**METHOD:**

Work in groups followed by  
discussion and reflection.

**TECHNICAL AIDS:**

Chairs

**TIME:**

20 minutes for the stories.

10 minutes for reflection.

Altogether: 30 minutes

**ACTIVITY DESCRIPTION:**

The participants are asked to sit in a circle. One of them begins telling a story, which starts in this way: “Once upon a time...”. The participant sitting next to her/him continues the story, at which every fourth storyteller inserts a “conflict”. The rest take care of an “harmonious course” of the story. It is important that the last storyteller of the round brings the story to an end.

**NOTE FOR THE TRAINER:**

The trainer must pay attention to the maintaining of the basic conversation rules. Every participant will have time to think and talk. The story has to be fictitious, otherwise there is a risk of creating a real conflict. In the reflection round, the participants

## Exercise 6 (soft skills): Marrakesch

**IN BRIEF:**

Through a common task, the group will become more sensitised to aspects of communication and solution to a conflict.

**AIMS:**

Contact and interaction within the participants will be promoted. Basic conversation rules shall be trained and put in practice. Possibilities to avoid and de-escalate conflicts will be learnt. In this way, a culture of conversational leading within the group will be created, which the participants can also integrate in their private and professional lives.

will be asked about their personal results that were obtained from the exercise.

**SOURCE:**

El-Hachimi, Mohammed (2000): SpielArt: Konzepte systemischer Supervision und Organisationsberatung; Instrumente für Trainer und Berater. Göttingen: Vandenhoeck & Ruprecht.

## Exercise 7 (soft skills): This can be your case

**IN BRIEF:**

Aided by a role play, the participants adopt different characters and at the same time interpret them, in order to see how different characters have an effect on the others.

**AIMS:**

The participants will be able to use basic communication structures and become aware of both their own characteristics and its associated effect on the others. Furthermore, they will practice role flexibility and try to empathise with

the thinking structure of other characters.

**METHOD:**

Work in small groups. Evaluation and discussion in the whole group.

**TIME:**

20 minutes for the exercise, 15 minutes for the discussion. Altogether: 35 minutes.

### ACTIVITY DESCRIPTION:

The participants form groups of four, in which 4 roles are given: 1. the super bore, 2. the super curious 3. the fight picker 4. the snob.

The four of them interpret a scene about everyone trying to get on a bus at the same time. The interpretation takes 5 minutes.

Afterwards, there is a role alternation until everyone has acted the 4 roles.

Finally, there is an exchange of ideas based on the following questions:

- In which role did I feel more confident?
- Which role was the most difficult for me?
- Where do I know these roles from?

#### NOTE FOR THE TRAINER:

The social competence level of the participants can be very well described through this exercise.

Normally, the role that the participants interpret most authentically is the one that corresponds to their own personality.

In the discussion, it is important to take care that any participant be either offended by thoughtless remarks or assigned specific characteristics by the group.

#### SOURCE:

El-Hachimi, Mohammed (2000):  
SpielArt: Konzepte systemischer  
Supervision und  
Organisationsberatung;  
Instrumente für Trainer und  
Berater. Göttingen: Vandenhoeck  
& Ruprecht.

## Exercise 8: Ending: Feedback

#### IN BRIEF:

Each participant of a group will receive positive feedback on themselves and their behaviour at the end of a seminar day or a

seminar week. This feedback will not be exclusively given from the trainer but from every member of the group.

#### AIMS:

To express esteem towards others. To build up sense of self-esteem and self-confidence. To help reduce self-doubt. To preface the farewell and formulate it positively for every participant. To practice confidence and the “feedback culture”.

#### METHOD:

Work in groups, feedback

#### TECHNICAL AIDS:

Paper, thick pens, safety pins or adhesive tape

#### TIME:

20 minutes

#### ACTIVITY DESCRIPTION:

Each participant receives a piece of paper attached to their backs. The participants move around the room and write down on everyone's back, what they have appreciated the most in her/him in this seminar or in this day. Afterwards, all participants form a circle and everyone reads their text aloud. Every participant takes home her/his list of esteems.

#### NOTE FOR THE TRAINER:

The trainer includes himself in the exercise and at the same time takes care that the exercise rules are being held by everyone. Should a single negative remark appear on a paper, the game will be immediately interrupted. All pieces of paper will be in this case collected by the trainer and everyone starts the exercise again from the beginning.

#### SOURCE:

El-Hachimi, Mohammed (2000):  
SpielArt: Konzepte systemischer  
Supervision und  
Organisationsberatung;  
Instrumente für Trainer und  
Berater. Göttingen: Vandenhoeck  
& Ruprecht.

## Topic 3 – Preparation For The Labour Market

**Exercise 1: Application training – preparation for a job interview (bfw)**

**Exercise 2: Abilities / competences transference (FM)**

**Exercise 3: Communication at the sickbed**

**Exercise 4: Feeding somebody**

This section focuses on guidance and training related to the labour market integration as a crucial part of everybody's life management.

A successful labour market integration is enormously important for individuals as well as for the European public policy goals – lifelong learning, social inclusion, labour market efficiency and economic development.

Nowadays people have to cope with a growing range of vocational and further education as well as an increasingly complex labour market in order to plan and manage their career. On the one hand this involves great opportunities, on the other hand many do not know how to deal with this challenge on their own. Thus it is necessary to support and give special attention particularly to those job applicants who are disadvantaged with regard to age, family background, length

of evidence in labour offices, educational background, absence of work experience and health status and have difficulties to find a permanent job in the labour market.

The project partners target a wide range of unemployed persons considered to need special support: long-term unemployed, women returnees, women survivors of violence, persons with disabilities, ethnic minorities, young people with no formal qualifications and work experience, citizens over the age of 50.

The two exercises presented below are effective tools to assist jobseekers to (re-)enter the labour market. Their user-centred approach makes it possible to identify the individual potentials and to match the needs of individuals with the demands of the local labour market in the most effective manner.

## Exercise 1 – Application training – preparation for a job interview (bfw)

### AIMS:

Job interview is a classical form for a selection of job applicants. The applicant is sitting in front of company representatives, he/ she has to present her/ himself as good as he/ she can and to answer diverse questions.

This job application exercise aims at

- Preparing the participants for a job interview situation
- Reflecting on own performance during the interview
- Taking and giving feedback
- Increasing participants' self-esteem

The seminar participants are unemployed who have been attended for the last six months a continuing vocational scheme in the commercial field. In the framework of the training schemes they also had practical modules and job placement in trade enterprises.

At the end of the scheme they are given an extended application training consisting of different topical modules.

The described exercise for a preparation for a job interview is regarded as a pre-step necessary for individual job interview training.

### METHOD:

Interview recording

### TECHNICAL AIDS:

Video camera

### TIME:

120 minutes for a group with 12-15 participants (recording + feedback)

### ACTIVITY DESCRIPTION:

The trainer introduces the goals of the exercise and participants' tasks a day before the exercise is carried out. The task of all participants is to think of possible answers on the following questions:

- Why did you decide to participate in this 6-month-training measure?
- What did you learn?
- How long was your job placement?

The trainer explains on the same day some behavioural rules that have to be obeyed during the feedback round with the group:

- The interviewee is talking at first about his/her impressions/feelings concerning the performance during the interview.
- The feedback from the group should be given directly to the interviewee (e.g. You were tense., You were talking clearly.).
- Positive feedback is given at first.
- Critical points should be given as an advice or tip.
- The interviewer (trainer) gives his/her feedback at the end.

On the next day all participants are interviewed one by one. Other group members leave the classroom, so that an undisturbed face-to-face conversation is possible. Each interview lasts approximately 3 to 5 minutes. The interviewer is the trainer who has information on the training contents of all group members.

After all participants had been interviewed the trainer shows the recorded interviews one after each other. The groups give the feedback after each video episode paying attention to the feedback rules presented the day before.

Extended version: the method “interview recording” is used for a simulation a of job interview. One participant plays the role of a company boss and the other one is the job applicant. The trainer is a observer and leads the feedback round. An intensive individual coaching in advance is necessary.

#### NOTE FOR THE TRAINER:

Interviewees’ self-assessment concerning their performance during the interview is mostly more negative than the group feedback.

Through emphasizing the positive points during the feedback round the participants experience a growth of their self-esteem.

A crucial factor for the exercise success is to get the participants accustomed to the used medium – video camera. Participants who have never experienced this learning form are rather sceptical and reject often this type of exercise.

For that reason it is sensible to confront them with this learning medium in advance. You can do it for example during a seminar on communication where you introduce the exercise called

“Chinese whisper” and record it in order to show your group the difference between the original story version and the one told by the last participant.

## Exercise 2 – Abilities/ competences and attitudes (FM)

### TARGET GROUP:

Women entrepreneurs

### AIMS:

To identify the own skills or competences; to think about how you will use this skills/competences as a business women

### METHOD:

Learners must fill CARD 1 (Handout 1) and trainers will have the CARD 2 (Handout 2) to help themselves to find out the solutions.

### TECHNICAL AIDS:

As many copies of CARD 1 as participants; one copy of CARD 2 for trainers; pens.

### TIME:

30 minutes

### ACTIVITY DESCRIPTION:

Trainer will make learners to think about the skills, the know-how and competences, to identify where they acquire them, and to know how they will be used in a business.

### EXPECTED OUTCOMES:

To improve the self-confidence through her self-knowledge and self evaluation; to encourage women about her own image to confront the creation of her new company; to improve the empowerment of women.

# HANDOUT 1

## CARD 1

SKILLS/ COMPETENCES	HOW DID YOU ACQUIRE THEM?	USE IN THE COMPANY
ORGANISATION AND PLANNING	Carrying out self- organised tasks	Planning the management of the company
DIVERSIFICATION OF ATTENTION	By the need to carry out and look after various tasks at the same time	
IMPROVISATION	Through the management of a particular family budget	

## HANDOUT 2

# CARD 2: SKILLS/COMPETENCES AND ATTITUDES:

SKILLS/COMPETENCES	HOW DID YOU ACQUIRE THEM?	HOW WILL THEY BE OF USE TO YOU AS A BUSINESSWOMEN?
Organisational and planning	Carrying out self-organised tasks	Planning the management of the company
Diversification of attention	By the need to carry out and look after various tasks at the same time	Managing a company requires taking different aspects into account and working on them simultaneously
Administrative	From economic management with a particular family budget	Management of the company's budget
Improvisation	Resolving unexpected situations and problems which requires rapid action	Being qualified to face up to situations that are not planned in advance but may arise during the day to day running of the company
Empathy	Being the member of the family entrusted with listening to everyone's "day to day" problems and understanding every particular situation	Better understanding of clients' needs as we can identify them more easily
Pragmatism	From the regular need to resolve different situations in a practical manner	Concentrating on the solving of different problems in a realistic manner
Negotiation	By being the member of the family entrusted with maintaining communications within the family nucleus and through participation in different associations	In dealings with suppliers, staff and clients
Social	From relations established with the people who have contact with the family (neighbours, teachers, mothers/fathers of other children, etc.) and associations	Dealings with clients, employees and the administrative authorities
Teamwork	Organisation and delegation of domestic chores amongst the different members of the family	Organisation of the company's Human Resources
Acquired knowledge	Knowledge of healthcare, of the transmission of knowledge and of the maintenance of the infrastructure of the home	Know the needs that are not covered in the market. Know of the activities and services that should be offered in order to cover those needs
Responsibility	Looking after the welfare of dependent people, the education of children,...	Undertaking and directing a company project
Flexibility and adaptability	Knowing how to resolve the situations in which the family finds itself on a daily basis	Resolving of different and unexpected situations
Self-discipline	Undertaking the daily tasks in the home and the basic working structure of the home, covering the needs of all the family members at any given time	Resisting frustration
Active	Having a daily routine ,looking after those around me	Looking for information and resources (suppliers, publicity, clients,...)

## Exercise 3: Communication at the sickbed

### IN BRIEF:

The participants slip one after another into the role of a patient and of a nurse. They learn about the way a disabled person feels whenever communication and decisions take place “over their heads”.

### AIMS:

The participants become acquainted with the meaning of communication during a medical treatment. Empathy with the feelings and emotions of the patients is to be encouraged. The reflection on the own behavioural patterns during the medical treatment will be supported.

### METHOD:

Small group work, reflection and evaluation in the whole group.

### TECHNICAL AIDS:

Hospital bed, bed linen.

### TIME:

6 minutes per round = about 20 minutes. 15 minutes for the evaluation.  
Altogether around 30-35 minutes.

### ACTIVITY DESCRIPTION:

The participants form groups of three. One of the participants lies down on the hospital bed and the other two make the bed. At the same time, the two participants have a conversation “over the patient’s head”, e.g. about their last night or about their last vacations. Role changing takes place when the bed is made.

### IMPORTANT

After finishing the exercise, the participants should reflect on the following questions:

- What was the situation like for the “nurses” and for the “patient”?
- What was found to be comfortable, disturbing or hurtful?
- What would have been more important for the “patient”? Could the situation have been better arranged?

### NOTE FOR THE TRAINER:

It is important to ask the uninvolved participants not to talk while the exercise is taking place, so that the situation can not be distorted. The participants that are not taking part in the exercise will be asked to observe the behavioural patterns

and expressions e.g. facial expressions, body language, etc. of the group that is participating.

**SOURCE:**

Silke School (2005): Pflege Arbeitsaufträge. Lernsituationen abwechslungsreich gestalten. Stuttgart: Georg Thieme Verlag.

## Exercise 4: Feeding somebody

**IN BRIEF:**

The participants are expected to deal with the meaning of independence and dependence on eating and drinking through an experience- and activity-oriented exercise.

**AIMS:**

To reflect on the own perception when providing someone with food and drinking. To make aware of feelings such distance and closeness, revulsion and shame and at the same time to learn how to bear with it. To put oneself in the position of a disabled person and to understand their emotional burden.

**METHOD:**

In pairs, reflection with the whole group

**TECHNICAL AIDS:**

Dishes, cups, food, drinks, hospital bed, wheelchair

**TIME:**

In pairs 10 minutes (including 1 role alternation), evaluation 10 to 15 minutes.

Altogether: 25 minutes

**ACTIVITY DESCRIPTION:**

Each participant chooses a partner. One of them takes the role of the patient and the other one the role of the nurse. The nurse provides the patient with food and drinks from different positions.

The positions of the participants can be in different ways: e.g. the patient lying on the bed, the nurse standing, sitting, etc.

The food can have different consistency and temperature (coffee or tea, soup, solid food etc.).

Role alternation takes place after about 5 minutes. Afterwards the feelings and emotions of both groups have to be discussed in the whole group.

#### NOTE FOR THE TRAINER:

Both suitability for a nursing occupation and empathy with the patient's situation will be examined through this exercise.

For nurses and carers, feeding somebody also means overcoming feelings of revulsion. For the patient, it means depending on someone else, in order to satisfy her/his elemental needs. This situation clearly reveals aspects of power and helplessness.

#### SOURCE:

Silke School (2005): Pflege  
Arbeitsaufträge. Lernsituationen  
abwechslungsreich gestalten.  
Stuttgart: Georg Thieme Verlag.

## Topic 4 – Gender Equality

**Exercise 1: The use of time (FM)**

**Exercise 2: Card game – what is the priority? (AMCV)**

**Exercise 3: Male and female stereotypes (FM)**

**Exercise 4: “Use of time” (AMCV)**

In this chapter we present 3 different good practices in the field of Gender Equality. Two of them are related to the issue of work-life balance and one is related to stereotypes.

Gender equality is the promotion of women’s rights, interests and issues, the fight against inequalities and looking for equal opportunities between men and women in all fields of society.

One of these aspects is the labour market, where differences between men and women are very wide, while another aspect is the fight against inequalities for women in other aspects of life, for example in the family.

Discrimination against women in the labour market has many facets but one of the most significant differences between men and

women is the different use of time between the two.

Women have double the workload of men and this prevents equality in the labour market. A very important aspect in this matter thus is the sharing of domestic work among all the family members. The importance of work-life balance is thus highlighted in the fight for gender equality.

The third activity is related to Stereotypes where we can analyze what are the gender expectations of women and men in our societies and what are their impact in the lives of men and women.

## Exercise 1 : The use of time (FM)

### IN BRIEF:

Persons who have difficulties to reconciliation personal, family and work life

### AIMS:

To Identify all the domestic and family task and responsibilities; to think about how we use our and the family time.

### METHOD:

The student has to complete the cards the teacher gives to her/him:

- In the first one he has to match the member of the family who do each task.
- In the second card is represented the 24 hours of the day in a roulette. Each student has to colour with different colours, depending of the task and the hours he expends in each one
- Each member of the family has his/her own roulette.

### TECHNICAL AIDS:

The number of cards necessary for each student and her/his members of the family; pens; coloured pencils

### TIME:

10 minutes each card

### EXPECTED OUTCOMES:

To think about the different task we do everyday and the time we expend in each one; to figure out that a lot of women have the same difficulties to organise their life and the reason of it.

### NOTE FOR THE TRAINER:

The number of participants have to be between 7 and 10 persons. The trainer can help to file the card with some questions:

- In the first card: Which member of the family have more matches? Did the result surprise you?, Why?
- In the second card, How many different are between the roulette of the members of the family?
- Why their are so many different? Do you think It's fair?

See following cards:

# HANDOUT 1

## FIRST CARD: Who does what?

**Mark the tasks carried out by each member of the family with an X:**

Tasks	Mother	Father	Daughters	Sons	Everyone	Other member (specify who)
Buy items consumed on a daily basis (eg.: the bread)						
Buy shoes and clothing						
Buy cleaning products						
Do the general shop for the month						
Sweep, wash the floors, do the dusting						
Clean the bathroom						
Wash the pots and pans, do the washing-up						
Collect the dirty laundry						
Do the washing, hang it out to dry and collect it off the washing-line						
Do the ironing						
Tasks	Mother	Father	Daughters	Sons	Everyone	Other member (specify who)
Do small clothing repairs (sew on buttons, turn up some trousers, etc.)						
Clean shoes						
Prepare breakfast and/or elevenses						
Prepare lunch and dinner						
Lay and clear the table						
Feed the younger members of the family						
Keep an eye on and entertain the younger members of the family at home						
Bathe the younger members of the family						
Take the younger members of the family to school						
Look after the younger members of the family at night						
Take/accompany other members of the family to the doctor						
Monitor a member of the family when they are ill: make sure they take their medicine, that they go to check ups, etc.						

Tasks	Mother	Father	Daughters	Sons	Everyone	Other member (specify who)
Make sure a First Aid kit at home is kept stocked						
Look after ill members of the family						
Help other members of the family with their homework						
Take other members of the family to extra-curricular activities						
Accompany the younger members of the family to the park						
Go to events in which other members of the family are taking part (football matches, school plays, etc)						
Maintain contacts with primary/secondary schools						
Drive the family vehicle						
Maintain the family vehicle						
Repair electrical/household items						
Carry out small repairs: Masonry/plastering, plumbing, electrical.						
Paint						
Tasks	Mother	Father	Daughters	Sons	Everyone	Other member (specify who)
Control the family budget						
Carry out bank transactions						
Carry out administrative transactions						
Relations with the Neighbours' Committee						
Maintain contact with distant relatives						
Organise family get-togethers						
Organise family leisure activities						

**Who carries out the majority of these activities?**

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## HANDOUT 2

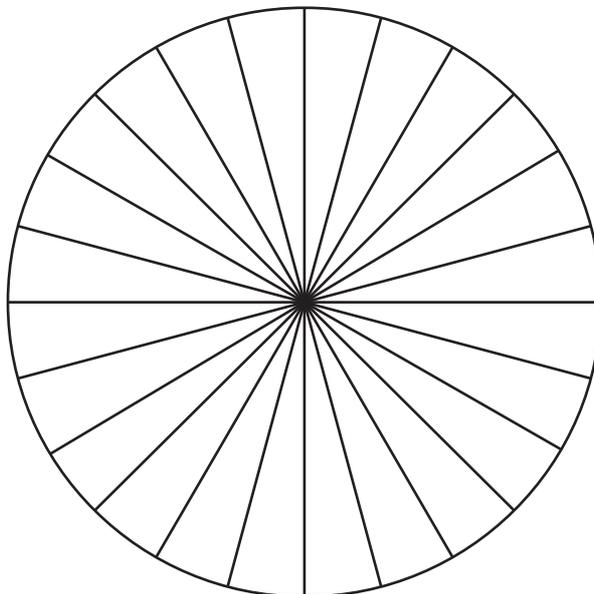
### SECOND CARD: The use of time

The majority of the activities that we carry out on a regular basis can generally be grouped in the following categories:

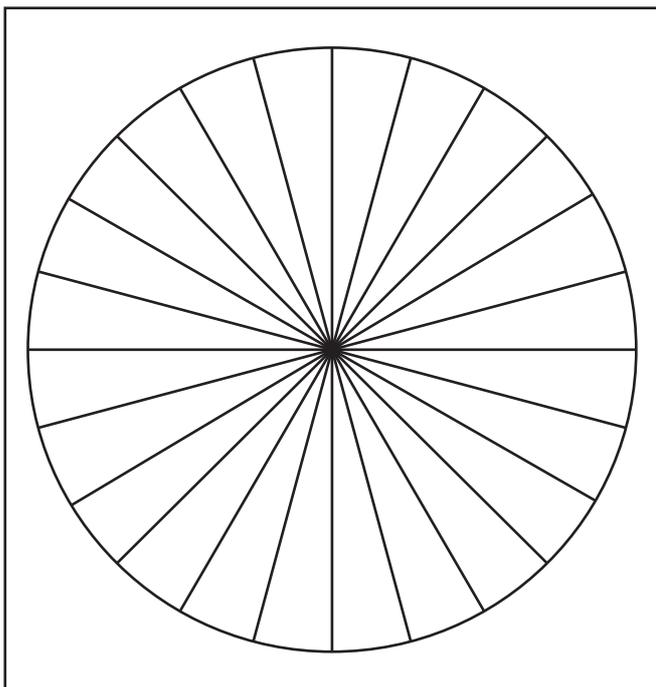
- Cleaning (clean and tidy the house, look after the clothes, etc.)
- Domestic repairs
- Buying food and preparing meals
- School-related matters
- Looking after dependent people (children, elderly relatives)
- Social relations
- Leisure/free time
- Training
- Remunerated work
- Personal care (eating, sleeping, personal hygiene)

We have given each group of tasks a different colour. There is a roulette wheel below that has been divided into 24 segments. Each segment represents an hour of the day. The activity consists of painting each of the segments in accordance with the groups of tasks that we have

just seen: Paint as many segments in the colour as there are hours that you spend on the corresponding task: For example: If, on average, you dedicate three hours a day to “cleaning”, paint three of the segments orange. And so on....

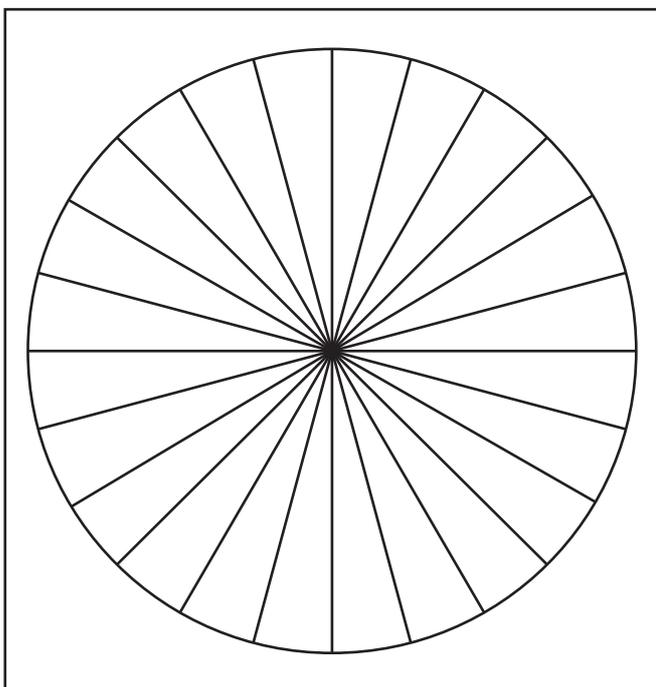


Fill in the roulette wheel in accordance with the tasks that your partner carries out on a regular basis, and the time that they dedicate to said tasks.



- Cleaning (clean and tidy the house, look after the clothes, etc.)
- Domestic repairs
- Buying food and preparing meals
- School-related matters
- Looking after dependent people (children, elderly relatives)
- Social relations
- Leisure/free time
- Training
- Remunerated work
- Personal care (eating, sleeping, personal hygiene)

Repeat the operation for your children.



- Cleaning (clean and tidy the house, look after the clothes, etc.)
- Domestic repairs
- Buying food and preparing meals
- School-related matters
- Looking after dependent people (children, elderly relatives)
- Social relations
- Leisure/free time
- Training
- Remunerated work
- Personal care (eating, sleeping, personal hygiene)

Do you have time every day to do everything you want to do?

Yes     No

■ What other activities would you like to include in your daily life?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

■ And of the activities that you carry out on a regular basis, for which of them would you like to have more time available?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Exercise 2 – Card game – what is the priority? (AMCV)

### IN BRIEF:

Show the whole group on the basis of one exercise how we can influence decision making regarding the conciliation between private life and work.

### AIMS:

To identify some important “political actions” to promote/ facilitate the conciliation between private life and work.

### METHOD:

Group work/ feedback/ discussion/ theoretical background.

### TECHNICAL AIDS:

24 play cards corresponding to 24 conciliation measures (each card is a measure), flip chart and pens

### TIME:

Introduction by trainer: 10 minutes, group work: 15 minutes, sum up: 10 minutes.

### ACTIVITY DESCRIPTION:

1. Start by asking the question: “If you could influence the decisions making, how would you answer the question “What is the priority?””
2. Divide in small groups – 3/4 persons. If the class has less than 5 persons consider just one “big” group.
3. Give the “Play cards” to each group; or, if is just one “big” group, put all the cards in the table (each person must read all the cards).
4. Each person chooses 2/3 cards (the most important 2/3 measures).
5. Share with the group why you have chosen those cards, why do you consider these 2/3 priorities.
6. The group must choose/ negotiate 2/3 final cards and present and justify to the other groups why are those cards the most important ones.
7. Discussion.

Adapted from: Graal, Mudar a Vida. POEFDS, CIDM. PT 2005

## HANDOUT 1

### Template for the cards

**JOKER**  
Others

**1**

To have a working time-table compatible with the personal needs (exemption of time-table, partial time, extra-hours)

**2**

To have a more flexible time-table in order to be able to participate in relevant personal activities

**3**

Possibility to stop working during a period of time (licence) to give an answer to a special need (accompanying a family member, travelling, finishing thesis)

**4**

To do at least parts of work out of the conventional work place (telework, work at home, etc.)

**5**

To work with chiefs who value your needs and interests besides work

**6**

To be professionally rewarded and valued in regarding of the goals and results despite the availability and working hours

**7**

To count with more support of the neighbours, friends and family to unexpected situations

**8**

To count with more support and comprehension of co-workers

**9**

To have more surveillance of the protection of conciliation work-family legislation

**10**

To access to support services for elderly people with reasonable price and near home or work place

**11**

To access to house-keeping support services with a reasonable price and near home or work place

**12**

To access quality care services for children (kindergarten, programs of free time occupation, etc.) with reasonable prices and near home or workplace

**13**

Increased sharing of domestic and care of dependents tasks with partner

**14**

To be able to forget family and personal problems at work

**15**

To be able to forget professional problems at home

**16**

To have more autonomy and control at work as well as to be able to better planning professional and non professional activities

**17**

To work in a company that values enforcement of schedule and where overtime is proposed in advance

**18**

To meet people that may be examples of the possibility to have an active and well succeeded participation in professional and in other areas of life

**19**

To work with people who are conscious of negative effects of equal opportunities between women and men related to conciliation difficulties between work and other areas of life

**20**

To spend less time in the way between home, work, kindergarten, school, free time or training centres, etc.

**21**

To spend less time in public transports and queues and waiting rooms of services (hospitals, private offices, pots offices... less "red tape" and more efficiency)

**21**

To increase personal competences to accomplish domestic and care of dependents tasks

## Exercise 3 – Male and female stereotypes (FM)

### IN BRIEF:

Analyzing what gender is.

### AIMS:

Create awareness of male and female stereotypes; view the effects of stereotypes.

### TECHNICAL AIDS:

Flip charts/whiteboards, board markers, paper and pens.

### TIME:

From 60 to 75 minutes

### ACTIVITY DESCRIPTION:

1. Groups are formed and they are given flip charts/whiteboards and board markers. Each group puts forward their ideas on what they feel the characteristics of “male” and “female” are. As headings they can put “Women are...” / “men are...”.
2. Participants’ comments and reactions are listed on the boards. On another flip chart/whiteboard they should write a list of the consequences that these

images have on men and women.

3. Each group should then place their flip charts/whiteboards in a visible place and, in a plenary session, comment on the ideas and the discussions that have arisen from them.
4. In a plenary session the debate will centre on the following: What images of males and females appear? What are the consequences for men and women?
5. The debate concludes with a synopsis of the images of “male” and “female” characteristics and the discriminatory consequences that these bring with them.

### EXPECTED OUTCOMES:

Identifying some important “political actions” to promote/facilitate the conciliation between private life and work.

### NOTE FOR THE TRAINER:

The moderators should lead the final debate and clarify that “male” and female” characteristics are cultural attributes, that they do not depend on the sex of the person, and warn of the danger of associating women with “female” characteristics and men with “male”

characteristics, given that this pigeon-holing limits and discriminates against both men and women.

## Exercise 4: “Use of time” (AMCV)

### IN BRIEF:

Identify and present some information about the use of time by women and men on domestic house work.

### AIMS:

Identify that are the women who ensure family care and spend more time on domestic house work.

### METHOD:

Individual and group work.

### TECHNICAL AIDS:

Chairs, tables, undisturbed atmosphere, pencils.

### TIME:

Depending on the number of participants between 20 and 40 minutes

### ACTIVITY DESCRIPTION:

Ask each participant to:

- Think about a couple that both of them work with one or two children;
- Reflect on everything that the woman and the man do during a week regarding the domestic house work and identify the time they spend separately in each task;
- Fulfil the board in attach.

Group discussion about the obtained results.

### SOURCE:

Training the trainers Manual on Equality between women and men (2003).

## Handout: Use of time

<b>HOUSE ACTIVITIES</b>	<b>MEN</b>	<b>WOMEN</b>
1. Take care of children (dress, bath,...)		
2. Teaching children		
3. Insurance, bank, tax,...		
4. Pay bills - water, electricity,...		
5. Take care of the car		
6. Take care of clothing		
7. Cook		
8. Clean up the house (...)		

## Examples of Good Practices

### Empowerment course

#### IN BRIEF:

The whole aim of this course is to encourage women who have never been in the labour market to start working. It is also useful for women who have been missing from the labour market for a long time.

#### AIMS:

To help women rebuild their self esteem and to help them with skills necessary for entering or re-entering the labour market.

#### ACTIVITY DESCRIPTION:

The whole course is divided into an introduction, personal skills, job-related skills, employment related laws, skills for specific jobs and industries and a course conclusion.

In the first part of the course, the Introduction, the trainer needs to give an introduction of self, a brief introduction of each participant, establish rules, explain course content and logistics and utilize ice breaking activities such as introducing my neighbour, miming an interest etc.

In the personal skills module

communication skills both verbal and non-verbal are explained. The trainer has to give importance to self awareness, self confidence and self esteem of participants as this is where most participants tend to be lacking. Importance has to be given also to assertiveness, decision making and problem solving and learning skills and learning styles. The participants are also trained on gender issues.

The third module is about Job Related Skills where participants are trained in team working and team building, ethical values, work home balance, work, success and the work-ethic, stress management, time management, presentation skills and they are also given information about sexual harassment.

In the module related to Job Seeking Skills participants are trained in job seeking methods and opportunities, writing a letter of application, drawing up a CV, interview practice and starting off and maintaining a job.

The course conclusion focuses on evaluation and end games e.g. reflections on the course, while we have been together..., a review quiz.

#### METHOD:

Group work/discussion/theoretical background

#### TECHNICAL AIDS:

Flip chart, felt pens, handouts, presentation

#### NOTE FOR THE TRAINER:

The purpose of this training course is for the participants to realize their self-worth, which could have been destroyed or minimized by abusive relationships or even by a long absence from the labour market. It is thus very important for the trainer to emphasise the good points of the participants and how they can become strong and independent.

This course can also lead to participants furthering training in other subjects, such as language or computer skills which would make them more employable.

#### FURTHER METHODS/ TEACHING AIDS:

As required and necessitated by the circumstances, the trainer should employ further exercises, such as:

- Brainstorming exercises
- Food for thought

- Discussion
- Role play
- Group exercise
- Questionnaires
- Games

Other tools can also be employed:

- The angel game – each participant will be act as a ‘guardian angel’ for another participant and will remain anonymous for the whole duration of the course. The ‘angel’ will leave notes, small presents etc. and this will help participants to feel that there is someone who cares for them and that they are worthy of attention.
- Personal Chart
- Check-in – at the very beginning of the course participants will write down what they expect of the course. This will be used constantly throughout the course to ensure that the aims of the participants are being met.
- Check-out – is done at the end of the course and participants write down what they have achieved and this will be compared to what was written down in the check-in.

#### SOURCE:

Employment & Training Corporation  
– Malta

## Excursus

# Skills Recognition, Validation and Certificate Systems

The Skills Recognition, Validation and Certification System, under the responsibility of the DGFV - Direcção-Geral de Formação Vocacional of the Ministry of Education (Ministério da Educação), enables every person over the age of 18 to request recognition, validation and certification of the knowledge (school, professional and other) acquired in different situations in life (personal, social and professional) so as to obtain a school qualifications certificate.

The Skills Recognition, Validation and Certification should be requested and developed by a Skills Recognition, Validation and Certification Centre.

A Skills Recognition, Validation and Certification Centre is a public or private institution, accredited by the DGFV's National System of Accreditation Bodies where a team of professionals work towards recognising, validating and certifying the knowledge acquired by adults in various situations as

well as throughout their personal, social and professional life, so as to grant them the equivalence of this knowledge/skills to the 3rd, 2nd or 1st cycle of basic education (former 9th, 6th or 4th grades of schooling).

(in [http://portal.iefp.pt/portal/page?\\_pageid=177,148906&\\_dad=gov\\_portal\\_iefp&\\_schema=GOV\\_PORTAL\\_IEFP](http://portal.iefp.pt/portal/page?_pageid=177,148906&_dad=gov_portal_iefp&_schema=GOV_PORTAL_IEFP))

The Skills Recognition, Validation and Certification Centres' activities are assembled under three intervention areas:

- Recognition,
- Validation and
- Certification.

For each of these areas, a diversified range of services is delivered.

Intervention Areas
<p>Recognition</p> <ul style="list-style-type: none"> <li>■ Welcome</li> <li>■ Competencies assessments</li> <li>■ Competencies identification</li> <li>■ Elaboration of personal portfolio</li> </ul>
<p>Validation</p> <ul style="list-style-type: none"> <li>■ Application instruction</li> <li>■ Application organization</li> <li>■ Application evaluation</li> </ul>
<p>Certification</p> <ul style="list-style-type: none"> <li>■ Formalisation of validation results</li> <li>■ Issue of Personal Competencies Card Level B1, B2 and B3 Certificates</li> </ul>
Services Delivered
Local animation
Information
Guidance
Tutorship
<ul style="list-style-type: none"> <li>■ Further Learning</li> </ul>
<ul style="list-style-type: none"> <li>◆ Counselling</li> </ul>

■ The Competencies Assessment may lead to conclude that the adult's proven competencies fail to match the requirements of a certain schooling level certification, in which case she/ he will be advised to undertake Further Learning. The Key Competencies Guideline determines the learning area(s) on which instruction is to be supplemented. The adult may thus conclude her/ his learning path and hence obtain due certification.

◆ The Counselling service's purpose is to guide and direct the adult towards:

- Other learning and training programmes or initiatives supplied either by the education or the vocational training systems;
- The National System for Professional Certification.

The competencies validation and certification process is grounded on DGFV's Key Competencies Guideline in which four Key-competency areas are defined:

- Language and Communication (LC)
- Mathematics for Everyday Life (MEL)
- Information and Communication Technologies (ICT)
- Citizenship and Employability (CE)

The Guideline operates three competency levels (B1, B2, B3) for all legal purposes equivalent to the 4th, 6th and 9th grades of schooling.

The Skills Recognition, Validation and Certification Centres are a measure of the Programme for Education Development in Portugal (PRODEP III) financially supported by the III Community Support Framework.

SOURCE:

Agência de Desenvolvimento Regional do Oeste – ADRO - Portugal

September 2006

